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ABSTRACT

This report presents the results of the evaluation of the 2-year Initiation to Teaching Project, implemented in schools in Alberta, Canada in 1985. The project provided employment in teaching for recently graduated teachers and supported their transition into full-time teaching with professional assistance. The report is divided into six sections: (1) context and nature of the evaluation; (2) internship practices in Alberta; (3) the 1985-86 evaluation phase; (4) the classroom observation study; (5) the 1986-87 evaluation phase; and (6) future of the internship in teaching. Each section provides specific information on the processes and progress of the project evaluation and descriptions of the reactions and attitudes of the project participants. (JD)

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Evaluation of the Initiation to Teaching Project

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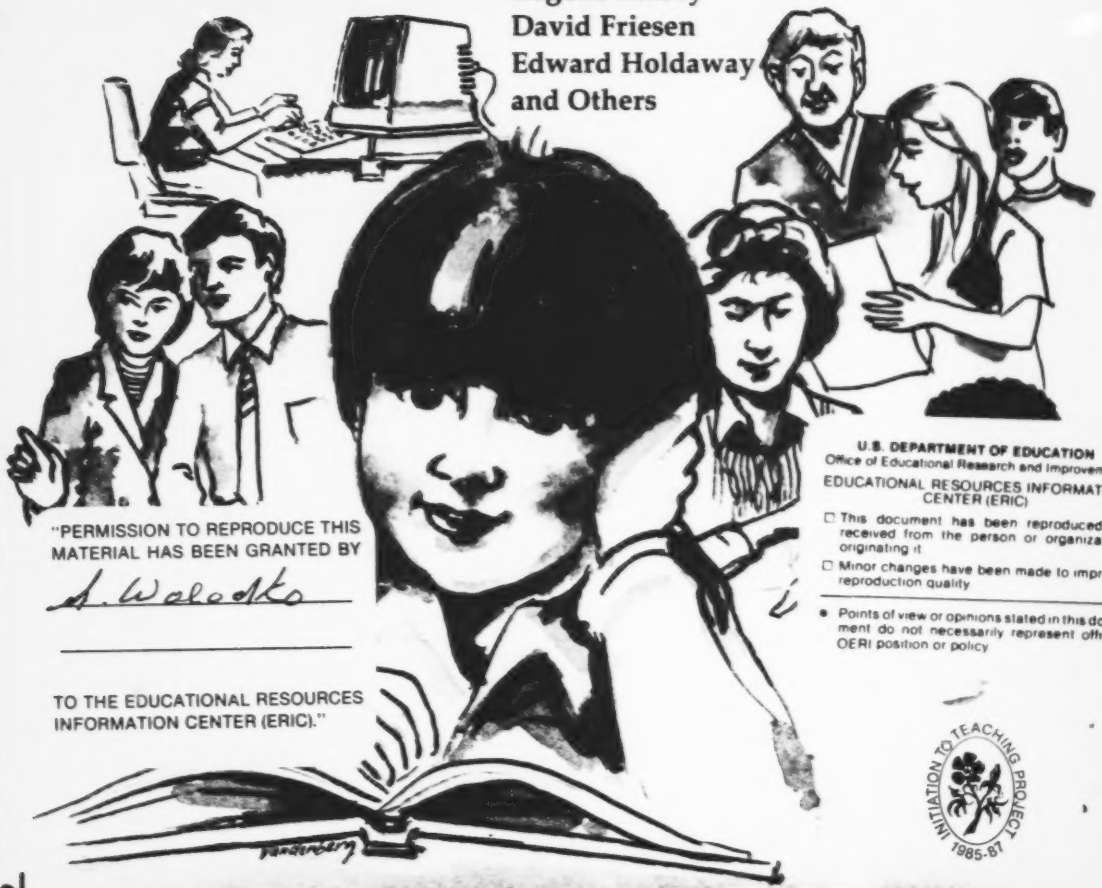

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INITIATION TO TEACHING PROJECT 1985-87

Alberta EDUCATION

Final Report

SP 030 072

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ARE THOSE OF THE RESEARCHERS AND NOT NECESSARILY
THOSE OF THE DEPARTMENT OF EDUCATION

EVALUATION OF THE INITIATION TO TEACHING PROJECT

FINAL REPORT

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Under Contract to Alberta Education, Edmonton, Alberta

May 1987

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Ms. Jenny Bain, Alberta Career Development and Employment
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Mr. Ken Penner, Association of Independent Schools and Colleges
Ms. Victoria Powluk, Student Representative, University of Alberta
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Mr. Andy Stojak, Alberta Advanced Education.

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ABSTRACT

In September 1985 a large-scale teacher internship project was implemented in schools in Alberta. During each of the 1985-86 and 1986-87 school years, this Initiation to Teaching Project provided nearly 900 recent graduates of university teacher preparation programs with employment as interns. Funding was provided by Alberta Education, Alberta Career Development and Employment, and school systems. The general purposes of this two-year program were to provide employment in teaching for recently graduated teachers who might otherwise be unemployed or underemployed, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually and with more professional assistance than is usually the case with beginning teachers.

The Alberta Initiation to Teaching Project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. This evaluation consisted of many elements: a literature review; the collection of information about internships in other professions; interviews with professors, in-school staff members and representatives of major educational organizations; questionnaires completed by professors, senior education students, beginning teachers, interns, supervising teachers, principals and superintendents; observation and coding of the teaching behavior of beginning teachers and interns; reports by superintendents and by consultants in regional offices of education; and analysis and assessment of this large volume of information. Recommendations for improving the program in its second year were made in June 1986; recommendations for future development of the teacher internship are made in the final evaluation report.

The evaluation revealed that the internship year facilitates the student-to-teacher transition. The numerous positive features and the strong support for the continuation of an internship program by virtually all major educational groups far outweighed the several negative features. Direct benefits, usually not available to beginning teachers, were experienced by interns. Benefits also accrued to supervising teachers,

to students and to the schools in which the interns were employed.

The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The review of practices in other countries and other professions revealed strong support in many Western countries for the introduction of a structured and well-planned entry year for beginning teachers to replace the typical "quick-immersion, sink-or-swim" approach to induction with its many negative consequences. Most professions have an introductory period and have found it to be beneficial for their interns, their profession and their clients.

Based on the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

> *That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:*
>
> 1. *length of residency to be an entire school year;*
>
> 2. *programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;*
>
> 3. *resident teachers to be employed only in schools which are approved on the basis of*

their ability to offer suitable programs for resident teachers;

4. *emphasis to be placed upon effective teaching and classroom management;*

5. *supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;*

6. *teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;*

7. *supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";*

8. *privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and*

9. *a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.*

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in

September 1990, the following interim measures are recommended:

> *That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.*
>
> *That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.*

To implement the major recommendation and the proposed interim measures, additional resources would be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province.

Alberta has a history of leadership in educational innovation. Another initiative, this time in teacher preparation, is now needed. The introduction of the Teacher Residency Program would enable teaching to join other professions in requiring a properly organized transitional experience for the graduates of its university preparation programs, thereby facilitating their entry into full-time professional practice. Adoption of the measures proposed would be in keeping with current views on teacher preparation and should enhance the provision of education throughout Alberta.

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Chapter 1

CONTEXT AND NATURE OF THE EVALUATION

Background to the Study

The entire field of education appears to be in a state of unrest. On the one hand, the great diversity in the clients of our schools appears to be increasing. We are now witnessing extremes in poverty and in wealth, the effects of broken homes, the challenges that face children of immigrant families, and the consequences of drug use, alcoholism, crime and a wide range of social and economic problems that affect schools, students and teachers. North American society is well into the technological era and changes are occurring with startling rapidity. Spillover effects from the larger world community seem to be greater than ever imagined. Fluctuations in the resources available to schools, in the student populations, and in the demand for and supply of teachers for our schools have been uncharacteristically rapid. Regional differences, too, are apparent. While Alberta experiences a teacher surplus unmatched in recent history, many states in the U.S.A. face serious shortages of teachers.

On the other hand, while the world around us changes, the technology of teaching and of teacher preparation appears to have changed little in recent years. It is no wonder that the calls for accountability in our schools and for reform in teacher preparation abound. The Carnegie Forum on Education and the Economy in the United States recently published its task force report on teaching as a profession, entitled *A Nation Prepared: Teachers for the 21st Century* (May 1986). This followed closely upon another well-publicized proposal for reform in teacher preparation, that by The Holmes Group, a consortium of concerned U.S. deans of education, entitled *Tomorrow's Teachers* (April 1986).

Even more recently and more locally, Miklos, Greene and Conklin (1987) sought teachers' perceptions of the extent to which pre-service preparation programs in Alberta provide knowledge and skills that permit teachers to be effective in their work in schools. Their study, pursued through literature reviews, a telephone survey of Canadian teacher education institutions, the distribution of questionnaires and the conducting of interviews, revealed a widespread concern among the first-, third- and fifth-year teachers surveyed, that their pre-service teacher education programs were deficient in developing practical teaching skills and in preparing prospective teachers for the world of the classroom. Practicum experiences, the practical element, also met with criticism for being too brief and inadequately supervised. These findings led Miklos, Greene and Conklin to reach this conclusion:

> Many of the criticisms of teacher preparation programs revolve around a theory-practice dichotomy. Programs are perceived to be too theoretical; more specifically, teachers believe that many of the ideas which they are expected to learn are too abstract and cannot be applied readily in real life situations. The consistent theme in strengths, weaknesses and suggestions for change is that preservice programs make their best contribution to the preparation of teachers when they assist them to learn how to be teachers in relation to concrete situations and not when they deal with teaching in the abstract. (p. 169)

This extensive interest in teacher preparation is occurring when Alberta and other provinces, such as Ontario (Fullan and Connelly, 1987), are giving serious attention to the problems experienced by beginning teachers and to procedures for easing their transition into the profession.

Just over two years prior to the Miklos, Greene and Conklin study and the Fullan and Connelly position paper, a revised model for teacher education in Alberta was proposed (Alberta Education, 1984). Shortly after, the Initiation to Teaching Project, a daring two-year $28,000,000 experiment in internship for teachers, was implemented. This large-scale pilot endeavor in

teacher preparation commenced in September 1985, at a time when the supply of teachers in the province had substantially outpaced the demand. The lead time from its introduction by the Minister of Education on April 22, 1985 to its full implementation some four months later was brief. Provision was made for placing up to 900 interns per year in Alberta's public, separate and private schools, including Early Childhood Services schools. The actual figures, counting many who served part-year rather than full-year internships, reached 899 in the first year and was 892 on June 9 of the second year. Lead time for mounting a comprehensive evaluation of this project was even shorter. Nevertheless, an evaluation component of a scale seldom associated with such programs was built into the project.

Purposes and Procedures of the Study

This report presents the results of the evaluation of the two-year Initiation to Teaching Project. The multifaceted study, commissioned by Alberta Education in October 1985, involved a research team of professors of education from all three Alberta universities granting Education degrees: the University of Alberta, including the Faculté Saint-Jean, the University of Calgary and the University of Lethbridge. Over the two-year period, approximately 6,000 individuals provided detailed information.

Data were collected by surveying the extensive literature in this field, by direct observation of interns and beginning teachers in classrooms throughout the province, and by in-depth interviews with those involved in the preparation of other professionals, as well as with large samples of individuals participating in or affected by Alberta's internship program for teachers. In addition, an even larger number of those directly involved in a variety of ways in this endeavor provided by means of questionnaires information about or reactions to various aspects of the program. Content analyses and statistical analyses were used with the large amounts of data collected.

Objectives of the Initiation to Teaching Project

The overall objective of the Initiation to Teaching Project (ITP) was to facilitate the transition from student to professional teacher by assisting the beginning teacher in acquiring skills, competencies and professional attitudes with the help of capable and experienced teachers and supervisors. Another objective was to provide employment for beginning teachers who could not find teaching positions during a period of teacher oversupply in Alberta.

The official purposes of the ITP were to be attained in a structured and supportive environment, providing for the following functions:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of the internship as a means of improving teaching competency; and
5. further development of the professional skills of supervising teachers.

Funding Arrangements for the Initiation to Teaching Project

Funding for the Alberta internship came from several sources. Alberta Career Development and Employment (formerly Alberta Manpower) provided $7,800 per intern; Alberta Education added $5,460 and a benefits package of $750; employing jurisdictions provided $2,340 for each intern. An additional $1,000 per intern was available from Alberta Career Development and Employment for use in financing professional development activities for interns. The salary for a full ten-month internship was set at $15,600 and this amount was pro-rated for internships of shorter duration.

Major Characteristics of the Initiation to Teaching Project

Because the ITP was an experiment in internship in education, considerable flexibility was permitted in the program. Alberta Education guidelines, a provincial steering committee for the project and for its evaluation, and the appointment by Alberta Education of a full-time Director of the Initiation to Teaching Project helped achieve some measure of uniformity in practices throughout Alberta. The main guidelines for the project were the following.

1. Participation in the ITP was optional for beginning teachers and for employing school jurisdictions.

2. Each internship was to be ten months in length and nonrenewable, although many internships were of shorter duration.

3. Interns were not to be employed as substitute teachers, teacher aides or regular teachers.

4. Individual school jurisdictions were responsible for recruitment, hiring, placement, induction programs, supervision and evaluation.

5. Programs were expected to provide a gradual increase in teaching responsibility for the intern.

6. The supervising teacher was expected to provide supervisory assistance as required.

7. A written assessment was to be provided to the intern at the conclusion of the internship.

8. A set of Alberta Education guidelines governing the internship program was supplied to all participating school jurisdictions.

Specific Objectives Associated with the Evaluation

The two primary purposes for evaluating the project were (a) to evaluate the project summatively, that is "to contribute to the information required for a decision to discontinue the project or to assign it program status on the same basis or in modified form," by attending to project outcomes; and (b) to evaluate the project formatively, that is, "to provide one basis for decisions to modify and improve specific components of the project" during each of the two years of the project, particularly during the first year.

To achieve these two purposes, four questions relating to each purpose were to be answered. These questions concerned first, identifying *intentions* for the project, and recording *observations* of project activities, in order to provide descriptive information about internship practices; and second, assessing the *appropriateness* of various elements of the project, and determining their *effectiveness* in achieving the intentions, in order to provide judgemental information.

Specifically, the terms of reference for the evaluation of the project proposed two foci for the evaluation: (a) the project *outcomes* or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (b) the *components* which comprise the project or the means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

Purpose and Contents of This Report

Over the course of two years, the research team met regularly in order to devise detailed plans for the evaluation and to discuss results. The various strategies involved are described in Volumes 1 and 2 of the Technical Report of this study; each contains 10 chapters that together summarize 23 progress reports.

Following the first phase of the evaluation, a list of recommendations was presented to the Director and to the Steering Committee of the Initiation to Teaching Project before the end of the first year of the program. These recommendations are included in the final chapter of this report. The first year's data, although important in their own right, primarily served the purpose of sensitizing the research team to many of the issues involved in the operation of the internship program.

The design and foci for the second year of the evaluation were developed in accordance with the findings of the first year's evaluation. For example, in the second year there was a strong emphasis on various policy matters that had been identified in the first year as important issues for investigation. Consequently, not all of the data for the first year are presented in the summary report. Details of the first year's evaluation appear primarily in Volume 1 of the Technical Report. The findings for the second year and those for both years of the classroom observation component are found in Volume 2.

The present report serves as an overall summary of this large-scale research study. This initial chapter provides an overview of internships in other professions. In Chapter 2, a description of teaching internship practices in Alberta is presented. Chapter 3 reports the findings for the 1985-86 evaluations, with the exception of the classroom observation component of that evaluation. In Chapter 4 are found the results of the classroom performance of interns and of beginning teachers in the quasi-experimental pretest/posttest part of the evaluation. Chapter 5 presents primarily the results of the second year's evaluation efforts. In Chapter 6, the final chapter, the entire study is summarized, conclusions are reported and recommendations for action are specified. Chapter 6 is also available as a separate report, entitled *Evaluation of the Initiation to Teaching Project: Summary Report*.

Internships in Other Professions and Implications for Teaching

Historically, beginners in many occupations, including the professions, learned their skills by being apprenticed to master practitioners: through apprenticeship the novice was gradually inducted into the profession. However, as knowledge and complexity in each profession increased, academic preparation became separated from the practical component of the program. This created certain difficulties often labeled the "theory-practice" gap. These linkage difficulties were compounded when universities were "contracted" to provide the academic preparation programs for the professions. Because of these difficulties, the transition from student to professional, which had been generally gradual and controlled by professional organizations, became abrupt and traumatic.

Certain professions developed specially designed programs or experiences for neophyte professionals. These programs followed university preparation, but preceded the novices' assumption of full-time, independent work in the profession. Generally the "internships," as they came to be called, served the purpose of facilitating the transition from student status in a profession's pre-service education program to the status of full-fledged member of the profession.

Characteristics of Professional Internships

Internships in architecture, law, medicine, engineering, pharmacy, dentistry, nursing and public administration were studied by reviewing relevant literature and by interviewing appropriate practitioners. These activities resulted in the development of the following generalizations about the purposes and characteristics of internships in the professions, although not all of these characteristics are present in every case.

Major purpose. Internships are bridging programs. They assist the beginning professional to make a gradual

transition from academic preparation to full professional responsibility and competent performance. As such, they are neither "in-service" nor "pre-service" experiences: they provide guided introductions to subsequent professional service.

Subsidiary and long-range objectives. In specific terms, internships are intended to fulfil the following objectives:

1. to improve the quality of the services rendered by the profession;

2. to develop client and collegial skills, through professional observation, guidance and experience;

3. to employ and obtain professional services from graduates;

4. to provide opportunities for supervising practitioners to assess interns' potential suitability for permanent employment; and

5. to enhance supervisors' professional skills through reflection, demonstration and discussion with neophytes.

Prerequisite for internship. Graduation from an approved degree program is generally a prerequisite for admission to internship.

Usual features of the program. An internship usually has the following characteristics:

1. generally, mandatory participation by all neophyte professionals;

2. duration of at least one year;

3. extended, on-site application and refinement of theoretical and practical skills;

4. practical instruction, modelling and personal and professional guidance by an experienced professional;

5. individual tailoring of the program, with experiences and responsibilities introduced in accordance with the supervisor's appraisals of the intern's progress;

6. evaluation and certification by the supervisor that the internship has been satisfactorily completed;

7. full certification for professional practice only after successful completion of internship;

8. mandatory participation in a variety of professional tasks;

9. employment under the supervision of members of the profession, with partial payment for services rendered, which accords with the limited contribution of and responsibility borne by the intern; and

10. a limited period of formal or informal instruction by the profession--but not throughout the internship--normally culminating in an examination.

Administrative structure. Internships are organized and directed by the association which regulates the practice of professionals. Normally, authority is vested in an independent board. This is not merely a union or advisory body, but a controlling authority with power to grant, suspend and withdraw the right to practice in the province or state.

Related Concepts in Teacher Education

Entry into teaching has been described as "extremely traumatic" (Silvernail and Costello, 1983:32), as an "awesome task" (Lanier and Little, 1986:561), and as a period of frustration associated with the "adjustment phenomenon" (Griffin, 1985:43-44). Veenman (1984:143), after reviewing the English and German literature on the first year of teaching, characterized this transition year from student to teacher as "a dramatic and traumatic one."

Internships in teaching, as in the other professions, are programs designed to facilitate entry into professional service. Their major objectives are to reduce the trauma of the transition and to ensure that the beginning professional benefits from this transitional period (Alberta Teachers' Association, 1981).

The advantages of internship in the preparation of teachers have been recognized for some time. Recently, the Task Force on Teaching as a Profession (1986), the U.S. National Commission for Excellence in Teacher Education (1985) and the Holmes Group (1986) have all endorsed the concept of an internship for teachers.

Practices related to internship have already been employed in teacher preparation programs. Terms such as "practice teaching," "induction," "probationary period," "practicum," "extended practicum" and even "internship" have been used to describe these programs. The Master of Arts in Teaching (MAT) programs, widespread in the United States, offer university-controlled "internships" in the pursuit of fifth-year Master's-level degrees, although MAT programs are not specifically designed as a bridge between the role of university student and that of professional teacher. Over the years a number of MAT programs have been discontinued; however, they appear to be on the rise again in the U.S.A., perhaps in an effort to increase the status of teaching by requiring Master's degree qualifications for entry into the profession. However, both the MAT and the typical "practicum" or student teaching experience included in university pre-service teacher education programs differ from the professional internship programs which characteristically include the following elements:

1. Internships follow graduation.

2. Interns are paid for services rendered.

3. Interns are usually confined to single settings.

4. Interns bear many of the responsibilities of full-time professionals.

5. Interns are assumed to make a gradual transition to full-time professional responsibility.

6. The professional associations direct the internships, in cooperation with related institutions.

7. Internships are not a part of university pre-service training.

Issues Associated with the Implementation of an Internship Program

A review of the literature on internship programs has led to a number of questions and issues that bear on the implementation of an internship program in teacher education. These are as follows:

1. Should a professional model of internship be implemented in the teaching profession, or are there other models which might be more appropriate for teacher education?

2. Should internship be mandatory for all beginning teachers?

3. Who should administer the internship program and control such matters as the selection of supervisors, the evaluation of programs and interns, and the determination of remuneration for interns?

4. What roles should government departments and the various educational stakeholder groups have in a professional internship program for teachers?

5. What is the appropriate length of internships for teachers?

6. What type of internship program would ensure high quality experiences?

7. What supervisory arrangements are most appropriate for a professional internship in education? (Supervisory arrangements, as used here, refer to such matters as selection of supervising teachers, overall administration of the program, evaluation of interns and supervisors, and procedures for ensuring that proper experience is provided.)

8. What is the most appropriate and effective evaluation procedure for interns?

9. What structure would maximize interns' interactions with expert teachers?

10. To what degree should university educators be involved in the internship experience?

11. In what ways would university pre-service programs be influenced by a program of compulsory internship?

12. If internship became mandatory for all graduates, what relationship would it have to interns' certification, the probationary period and permanent certification?

13. What checks could be incorporated to ensure both the engagement of interns in quality experiences and the freedom for schools to tailor internships to suit individual circumstances?

14. Does internship provide a supportive and guided transition into the professional role?

These and related issues, as well as the major problems of the study, were explored by the research team in its formative and summative evaluation efforts during the two years of the study.

The Initiation to Teaching Project in Alberta represented a new approach to the induction of teachers into the profession; it was another indication of the growing interest in transition programs for beginning teachers. Whatever directions are adopted for entry programs for teachers in the future, they are likely to retain an emphasis on the common bridging intent. The need for a smoother transition of the fledgling "professional" from the status of student to that of full professional appears to rank high in priority in most professions. Education, likewise, must provide an effective transitional experience and to that end, as this review demonstrates, the field may benefit considerably from an understanding of internship practices in other professions. The findings of this study should assist planners and decision makers in their

efforts at developing a suitable bridging program for neophyte teachers.

Chapter 2

INTERNSHIP PRACTICES IN ALBERTA

In order to understand how the internship program was operationalized, a considerable proportion of the information collection in 1985-86 was focused upon practice. The methods used and the results of this effort are described in this chapter. Information was obtained from superintendents, principals, supervising teachers, interns and beginning teachers. All groups were surveyed by both interview and questionnaire techniques, except that questionnaires only were used with the superintendents. Different groups of interns and beginning teachers were interviewed, using two different approaches: (a) preliminary interviews during the classroom observation phase (November 1985-January 1986) and (b) in-depth interviews conducted in 42 schools (April-May 1986). The questionnaires to superintendents and in-school staff were also completed in April-May 1986. Because the data were collected at two different times--early winter and spring--and because experiences and perceptions could change in the interim, the results obtained are presented separately. The first set of results was obtained from the interviews associated with the classroom observations. The second set was obtained from the questionnaires and in-depth interviews.

Comparison of Interns and Beginning Teachers in Fall 1985

Method

A stratified random sample of interns and a matching sample of beginning teachers were drawn from interim lists provided by Alberta Education. These samples comprised 151 interns (from a population of 652) and 120 beginning teachers (from a population of 613) employed by school jurisdictions in various places in Alberta. Each of the interns and beginning teachers participated in a brief structured interview with the person who observed and coded the beginning professional's classroom behavior. The interview questions included the following matters: (a) activities in which the interns and beginning teachers had already been involved since commencing employment in the fall of 1985 (such as teaching, observing, preparing, supervising and attending meetings); (b) the percentage of the school day spent in teaching; (c) the nature, extent and location of in-service education activities in which they had participated; (d) the extent and sources of supervisory assistance; and (e) global ratings of their overall experience as interns or beginning teachers. In addition, the respondents were asked to complete log sheets, each of which showed a full day of school-related activities and the time spent on each activity.

Content analysis techniques were used to identify categories of responses for each of the questions in the interview schedule. Category labels were devised which reflected as accurately as possible the wealth and diversity of the information gathered.

Results

Analysis of the data revealed differences between interns and beginning teachers on a range of dimensions. These are summarized under the following headings.

School-related activities. The 24 different types of school-related activities in which interns and beginning teachers participated are listed in Table 1. These include activities relating to the instructional aspects of the intern's or teacher's role (categories 1 to 10), administrative activities (category 11), extra-curricular activities (categories 12 to 15), professional development and other types of meetings (categories 16 to 23), and a miscellaneous category for the small number of activities remaining.

Interns appeared to be involved in a slightly greater number of different activities than were beginning teachers. Although the types of activities reported by the two groups of respondents were similar, two activities were much more characteristic of interns. First, higher proportions of interns than beginning teachers reported observation of classroom teaching (87% as compared with 45%). Second, 9% of the interns reported involvement in assisting teachers; no beginning teacher mentioned this activity.

Time devoted to teaching. Frequency distributions for differing amounts of time devoted to teaching by interns and beginning teachers are provided in Table 2. Although almost all respondents reported classroom teaching as an activity in which they engaged (95% of interns and 99% of beginning teachers), the amount of time devoted to teaching in the first three months represented the greatest difference between interns and beginning teachers. Only 15% of the interns reported that they were involved in full-time teaching (90% or more of the time); this compared with 85% of the beginning teachers. Therefore, the vast majority of interns were not expected to take on full-time teaching duties immediately. Interns were eased into the task of teaching, with 13% specifically reporting gradual increases in teaching loads over the three-month period.

Professional development activities. Table 3 summarizes the different types of professional development activities that were reported by interns and beginning teachers. Most indicated that they had been involved in several professional development activities; however, 5% of interns and 4% of beginning teachers

Table 1

Types of School-Related Activities Reported by Interns and Beginning Teachers

Types of Activities	Interns (n = 151) f	Interns (n = 151) %	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %
1. Classroom teaching	143	94.7	119	99.2
2. Assisting the teacher	14	9.3	--	--
3. Tutoring	4	2.6	1	0.8
4. Substitute teaching	1	0.7	2	1.7
5. Observing classroom teaching	131	86.8	54	45.0
6. Planning and preparing	130	86.1	94	78.3
7. Correcting assignments	22	14.6	15	12.5
8. Supervising students	117	77.5	96	80.0
9. Counselling students	3	2.0	1	0.8
10. Library activities	1	0.7	3	2.5
11. Administrative activities	7	4.6	3	2.5
12. Athletic activities	54	35.8	30	25.0
13. Concerts	13	8.6	16	13.3
14. Clubs	25	16.6	12	10.0
15. Other extra-curricular activities	22	14.6	18	15.0
16. General staff meetings	83	55.0	76	63.3
17. Specialized meetings--internal	23	15.2	42	35.0
18. Discussions with peers	8	5.3	12	10.0
19. Meetings with supervising teachers	15	9.9	1	0.8
20. General professional development meetings held outside the school	8	5.3	14	11.7
21. Focused professional development meetings held outside the school	18	11.9	22	18.3
22. Meetings with parents or other members of the community	24	15.9	29	24.2
23. Meetings whose purpose and participants were not specified	47	31.1	31	25.8
24. Other, e.g., pilot-testing new programs	1	0.7	3	2.5

Table 2

Percentages of Time Devoted to Teaching by Interns and Beginning Teachers

	Interns (n = 151)		Beginning Teachers (n = 120)	
	f	%	f	%
1. No teaching reported	1	0.7	--	--
2. Less than 50%	8	5.3	1	0.8
3. 50% - 59%	15	9.9	3	2.5
4. 60% - 69%	22	14.6	--	--
5. 70% - 79%	35	23.2	1	0.8
6. 80% - 89%	17	11.3	3	2.5
7. Full time (90% or more)	23	15.2	102	85.0
8. Several part-time positions; total less than full time	--	--	7	5.8
9. Gradual increase in teaching load	20	13.2	1	0.8
10. Other	1	0.7	1	0.8
11. Information not provided	9	6.0	1	0.8

Note. Percentages in this and some of the subsequent tables may not total 100, due to rounding.

Table 3

Types of Professional Development Activities in Which Interns and Beginning Teachers Participated

Type of Activity	Interns (n = 151) f	Interns (n = 151) %	Interns (n = 151) Average Number of Times Participated	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %	Beginning Teachers (n = 120) Average Number of Times Participated
1. Reported no participation	7	4.6		5	4.2	
2. Orientation for interns and beginning teachers	83	55.0	1.37	26	21.7	1.15
3. Professional development day(s) and effective teaching sessions	90	59.6	1.44	57	47.5	1.25
4. Specialized workshops	89	58.9	1.79	90	75.0	1.97
5. Professional association meetings	11	7.3	1.18	4	3.3	1.00
6. Other, or not specified	12	7.9	1.08	15	12.5	1.00
Total for reported activities (2 to 6)	144	95.4	2.98	115	95.8	2.58

Note. Many respondents mentioned more than one professional development activity of the same type. The column "Average Number of Times Participated" refers only to those respondents who reported that type of activity (total activities divided by "f," not "n").

stated that they had not attended any such activities in the first few months of the school year. Interns reported involvement in a slightly higher average number of professional development activities than did the beginning teachers (2.98 as compared with 2.58 for beginning teachers). The percentages of interns and of beginning teachers reporting involvement in two particular professional development activities differed substantially. School jurisdictions seemed to be more supportive of orientation activities for interns, since a higher percentage of interns reported attending orientation activities than did beginning teachers (55% as compared with 22%). Specialized workshops, however, involved a greater percentage of beginning teachers than interns (75% as compared with 59%).

Types and sources of supervisory assistance. Respondents were asked to comment on the supervisory assistance that they had received as well as to indicate who had provided the assistance and the number of supervisory visits made by each type of supervisor. Both the interns and beginning teachers had received a number of supervisory visits within the time period in question, and these had commonly been made by several supervisors. All but one of the 151 interns indicated that they had received help from at least one supervisor. However, 9% of the beginning teachers reported that no supervisory assistance had been provided. In keeping with the guidelines for the Initiation to Teaching Project, the primary source of supervisory assistance for interns was supervising teachers. As indicated in Table 4, 60% of the interns reported having received supervisory help from this source. Just over half of the interns (51%) identified in-school administrators as a source of supervisory assistance and more than a third (37%) mentioned other teachers. The corresponding figures for beginning teachers were 4%, 76% and 27%, but 39% of beginning teachers also identified central office personnel as compared with 10% for interns. Therefore, two major differences in sources of supervision were far heavier involvement of supervising teachers with interns and greater reliance upon central office personnel for supervision of beginning teachers.

The supervisory assistance received by interns from the various types of supervisors was primarily informal

Table 4

Supervisory Assistance Provided to Interns and Beginning Teachers

Supervisor Providing the Assistance	Number of Respondents Visited and Average Number of Visits per Respondent					
	Interns (n = 151)			Beginning Teachers (n = 120)		
	f	%	Average Number of Visits	f	%	Average Number of Visits
1. No assistance provided	1	0.7		11	9.2	
2. Supervising teacher	91	60.3	1.11	5	4.2	1.00
3. Mentor or friend	6	4.0	1.00	1	0.8	1.00
4. Other teacher	56	37.1	1.09	32	26.7	1.00
5. School counsellor	--	--	--	2	1.7	1.00
6. In-school administrator	77	51.0	1.27	91	75.8	1.24
7. Administrator or supervisor from central office	15	9.9	1.07	47	39.2	1.28
8. Other, or not specified	8	5.3	1.25	7	5.8	1.43
Total supervisory visits (2-8)	150	99.3	1.95	109	90.8	2.05

Note. Some respondents mentioned that they had received a number of supervisory visits from different categories of supervisors. The column "Average Number of Visits" refers only to those respondents who reported that category of supervisors.

(37%) and collegial (29%). Almost a fifth (19%) was formal. As with the interns, the type of assistance most frequently identified by the beginning teachers was informal (41%), although for them formal evaluations exceeded collegial assistance in the ratio of 25% to 17%. Formal evaluation for both beginning teachers and interns was most commonly conducted by in-school administrators and more commonly for beginning teachers than for interns by central office staff. Administrators were more involved in informal supervision for beginning teachers than they were for interns.

Ratings of teaching experience. Interns and beginning teachers were asked to rate, on a seven-point scale, their degrees of satisfaction with their overall experience. Some chose ratings between the numbers provided (for example, 6.5). Table 5 indicates that majorities of both interns and beginning teachers were either moderately or highly satisfied. Few reported low levels of satisfaction, that is, ratings below 4.0. Interns reported a slightly higher average level of satisfaction (5.9) than did beginning teachers (5.7). The highest possible rating of 7 was selected by 31% of the interns and 21% of the beginning teachers. At the other extreme, four interns indicated low levels of satisfaction by rating their experience below 3 on the scale; no beginning teachers expressed such dissatisfaction.

Time devoted to daily activities. Each intern and beginning teacher was asked to complete a log sheet indicating the specific activities in which he or she was engaged on the day of the visit and the time spent on each activity. The respondents reported a wide range of different types of school-related activities. Many activities were the same as those identified during interviews. In one sense, the list based on the daily logs provided a source of validation for the initial interview schedule (Table 1). However, the logs provided additional information, especially in relation to the average time spent on each activity. The results in Table 6 indicate that the types of activities in which interns and beginning teachers engaged during a school day were similar in several ways.

Table 5

Overall Ratings of Teaching Experience by Interns and Beginning Teachers

Satisfaction Level	Interns (n = 131) f	Interns (n = 131) %	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %
1 (Not satisfied)	1	0.7	--	--
1.5	--	--	--	--
2	2	1.3	--	--
2.5	1	0.7	--	--
3	1	0.7	4	3.3
3.5	--	--	1	0.8
4 (Moderately satisfied)	10	6.6	11	9.2
4.5	--	--	--	--
5	15	9.9	23	19.2
5.5	3	2.0	8	6.7
6	70	46.4	48	40.0
6.5	1	0.7	--	--
7 (Highly satisfied)	47	31.1	25	20.8
Average rating	5.94		5.68	

Table 6

Variety of School-Related Activities Reported by Interns and Beginning Teachers and Time Spent on These Activities for the Day of Observation

Type of Activity	Interns (n = 151) f	Interns (n = 151) %	Interns (n = 151) Average Minutes per Day	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %	Beginning Teachers (n = 120) Average Minutes per Day
1. Classroom teaching	145	96.0	198	119	99.2	236
2. Assisting the teacher or team teaching	32	21.2	64	4	3.3	39
3. Individualized teaching	37	24.5	57	11	9.2	69
4. Class visits to library	6	4.0	33	4	3.3	24
5. Laboratory work	--	--	--	2	1.7	61
6. Reading to students	6	4.0	23	8	6.7	19
7. Commencement and religious exercises	14	9.2	51	19	15.9	39
8. Supervision of uninterrupted silent reading	15	9.9	20	18	15.0	20
9. Administrative duties and tasks of a routine nature	27	17.9	30	37	30.8	25
10. Supervising examinations	1	0.7	--[a]	3	2.5	18
11. Meeting with and counselling students	12	7.9	32	9	7.5	24
12. Supervising detentions	2	1.3	18	4	3.3	14
13. Supervising students out-of-class (playgrounds, halls)	47	31.1	32	42	35.0	35
14. Observing classroom teaching	24	15.9	61	2	1.7	28
15. Planning and preparing classroom activities	127	84.1	86	97	80.8	75
16. Correcting assignments	37	24.5	42	24	20.0	39
17. Planning and supervising extra-curricular activities	48	31.8	53	27	22.5	37
18. Participating in professional development activities	18	11.9	53	24	20.0	43
19. Consulting with the supervising teacher	22	14.6	35	11	9.2	44
20. Communicating with parents	1	0.7	270[b]	2	1.7	56
21. Breaks--lunch, recess, etc.	80	53.0	42	69	57.5	38
22. Socializing with the staff	7	4.6	32	8	6.7	20
23. Working on school-related activities after school hours	133	88.1	141	111	92.5	167
24. Other	5	3.3	34	9	7.5	59

[a] Not specified.
[b] Parent-teacher interview day.

A greater percentage of interns than beginning teachers reported being involved in assisting teachers or participating in team teaching (21% vs. 3%) and in consulting with supervising teachers (15% vs. 9%). Both the interns and beginning teachers were extremely busy. Most indicated that they were engaged in school-related activities during recesses and lunchtimes as well as out of school hours. The average amount of time spent on school work outside school hours was approximately two hours and twenty minutes each day for interns and almost three hours per day for beginning teachers.

Description of Internship Practices in Spring 1986

This section reports the findings based on the interview and questionnaire data, obtained in April and May 1986 from superintendents, principals, supervising teachers, interns and beginning teachers, on a variety of topics related to the internship program. These topics included selection, reasons for choosing employment, orientation, duties, percentage of the day spent in teaching and how this had changed over the school year, professional development, supervision, and satisfaction and/or agreement with program features. All of the topics examined related to interns and several concerned beginning teachers. Some matters relating to supervising teachers were also included in the investigation and thus appear in the ensuing discussion.

Selection of Interns

Superintendents were asked to list the three main criteria that they used to select interns. Altogether, 26 different criteria were identified. The criteria listed five or more times are reported individually in Table 7; others, such as "previous substitute experience," "approach to learning centres," "experience with handicapped children," and "community orientation" received less frequent mention and thus were classified as "other." Almost half of the superintendents (45%) listed "qualifications" as a main criterion; this seemed to refer to the academically best qualified and/or best subject-area qualified applicants. Nevertheless, 23% of

Table 7

Major Criteria Used by Superintendents in Selecting Interns
(n = 86)

Criterion	Number of First Responses	Number of Second Responses	Number of Third Responses	Frequency of Mention	
				f	%
1. Qualifications	24	11	4	39	45
2. Availability	13	4	7	24	28
3. Personality	2	8	12	22	26
4. Individual school needs	11	7	2	20	23
5. Academic background	8	5	7	20	23
6. Student teaching performance	7	10	1	18	21
7. References	4	4	4	12	14
8. Interview screening process	1	4	3	8	9
9. Potential for permanent employment	2	2	1	5	6
10. Other[a]	11	10	10	31	36

[a]Includes 17 other criteria, none of which received more than 4 responses.

the superintendents also listed academic background as a separate criterion. Other criteria frequently used were availability, personality and individual school needs.

Selection of Supervising Teachers

An open-ended question was used with the superintendents to identify the persons who were responsible for selecting supervising teachers. Eighty-two respondents offered information and this was classified as follows:

1. primarily the principal (no consultation mentioned)--43 mentions (52%);
2. superintendent and principal--16 mentions (20%);
3. superintendent, deputy superintendent or central office--11 mentions (13%);
4. school staff--5 mentions (6%);
5. volunteers--3 mentions (4%); and
6. specific coordinators--3 mentions (4%).

Reasons for Choosing Type of Employment

Interns. The interns were asked in their questionnaires to rate each of six items on a five-point scale (1 "Not important" to 5 "Very important") according to its importance for the decision to accept internship appointment. The reasons reported are listed in Table 8. The two major reasons specified by most respondents were anticipation of permanent appointment and lack of teaching positions. A few other reasons were also provided.

In the interviews, one third of the interns stated that they were "content" (or similar terminology) to be interns, owing to perceived lack of pre-service preparation, their gradual progression into teaching, and guided acquisition of skills and broad experience. However, the majority (55%) would rather have been beginning teachers, mainly because of better pay, certification credit, feelings of competence after the B.Ed. program, and desire for independence and security.

Table 8

Interns' Reasons for Participating in the Internship Program
(n = 337)

Reason	Mean	No Opinion
1. Expected internship to lead to permanent appointment	4.46	2
2. Was unable to obtain a teaching position	4.17	40
3. Wanted more experience to increase self-confidence	3.24	8
4. Expected internship to become a requirement for permanent appointment	3.14	23
5. Needed more experience than was provided by the practicum	2.67	16
6. Was offered an unsuitable teaching appointment	2.02	169

Note. The scale ranged from 1 "Not important" to 5 "Very important."

Beginning teachers. Beginning teachers, on the other hand, were asked in the questionnaires to rate six items on a five-point scale (1 "Not important" to 5 "Very important") in terms of their importance for deciding not to take part in the internship program. The results are reported in Table 9. Reasons other than the six listed were few and inconsistent so they are not reported. Confidence in their own ability and offers of appropriate jobs were the particularly important reasons for opting for teaching positions. The feeling that the salary offered to interns would be inadequate was also of considerable consequence.

Orientation

Interns. Information obtained during the in-school interviews revealed that orientation of interns was provided at both the school jurisdiction and school levels. Issues that were included concerned responsibilities, roles, facilities and equipment, philosophy and policies, programs, timetables, yearly plans, students, discipline, school handbooks, and introductions at staff meetings. However, the orientation activities varied greatly from school to school; not all of the above-listed elements were always included. Indeed, some interns received no school jurisdiction orientation and some even reported no orientation at the schools where they were employed. Besides central office staff, the principals, assistant-principals, department heads and/or supervising teachers usually provided the orientation for most interns. In some schools, two-day orientation sessions were conducted prior to the commencement of classes, usually in association with other teachers who were new to the schools. In some cases, the orientation lasted up to two weeks and involved both formal and informal sessions. Principals and supervising teachers commonly viewed extensive classroom observation during the first two weeks as part of the orientation of interns.

Comments provided by interns revealed the difficulties faced by in-school administrators who were concurrently implementing the internship program and attempting to orient their interns. Nevertheless, some interns rated their orientations as excellent,

Table 9

Beginning Teachers' Reasons for Not Participating in the Internship Program (n = 239)

Reason	Mean	No Opinion
1. Was offered a suitable teaching appointment	4.64	27
2. Was confident in own ability to assume full-time appointment	4.19	35
3. Internship salary was inadequate for needs	3.74	59
4. Gained sufficient expertise during the practicum	3.29	41
5. Did not have adequate information about the internship program	2.18	64
6. Did not receive information about the internship program soon enough	1.97	71

Note. The scale ranged from 1 "Not important" to 5 "Very important."

comprehensive and helpful, especially when they were treated as if they were regular teachers.

The superintendents tended to support the position that "existing orientation procedures for beginning teachers were adapted for interns"; 77% agreed that this statement described their situation either "accurately" or "somewhat."

Principals of interns were asked on the questionnaires whether or not formal orientation programs were organized for their interns prior to or during the first month of employment and, if so, to give brief accounts of these activities. About 25%, that is, 97 respondents, said that no such programs were provided. Of the 280 who reported activities, 134 said that the central offices of their school jurisdictions had directed orientation, 47 said that they had assumed that responsibility themselves, and 10 said that orientation of interns was handled through "in-servicing."

Beginning teachers. Principals of beginning teachers were asked on the questionnaires to indicate whether or not formal orientation programs were organized for their beginning teachers prior to or during the first month of employment and, if so, to provide brief descriptions of those programs. Seventy of the respondents (about 30%) said that no programs of this kind were provided. Of those who said that there were, most indicated that orientation was handled through in-service activities organized by their school jurisdictions' central offices. Second in terms of frequency was provision within the schools. Third--but with a much lower frequency (19 respondents)--was arrangement of professional development days prior to commencement of teaching for the year. Some respondents also noted that their beginning teachers had received more than one type of formal orientation.

Duties of Interns

Considerable insight into the duties of interns was obtained by the research team during the visits to the 42 schools in which staff members were interviewed. In

these schools, some interns were assigned duties which were similar to those of beginning teachers: they taught regular classes nearly full-time, with time off only for preparation and professional development activities. But the more common experience, according to the 49 interns interviewed, involved reduced workloads with either the addition of more subjects as time went on or the use of rotations among different subjects. The following two descriptions of a typical April week provide insight into the variety of activities experienced by many interns.

Elementary school intern

Provide enrichment activities to 12 grade 1-6 classes, 20 minutes each per week, totalling 3 half-days per week.
Teach grade 5 mathematics for a total of 2 half-days per week, freeing the teacher to coordinate the school's computer program.
Assist in preparing student computer instruction units--9 hours per week initially, 4 hours per week now.
Teach library skills to two grade 1 classes weekly, totalling 1 hour and 20 minutes per week.
Teach grade 3 mathematics in resource room for 1 hour per week.
Teach grade 2 reading for 1 hour per week.
Teach grade 1 small groups for 3 hours per week.
Teach some grade 4 mathematics.
Provide coverage for grade group meetings, parent/teacher conferences, etc.
Assist in planning for grade 5 field trip.
Help with various extracurricular activities, including skiing, Christmas concert, crafts, hot lunch program, Education Week open house, science fair.

Senior high school intern

Plan instruction in Biology 10, 20, 30 and physical education.
Become familiar with relevant audio-visual resources and equipment.

Diagnose student needs and evaluate student progress.
Observe various teachers in biology, drama, chemistry, physical education, social studies, English, physics, science and computing.
Participate in parent-teacher conferences.
Develop instructional materials.
Observe principal in action for one week.
Participate in conferences on student misbehavior.
Participate in a variety of extracurricular activities.
Participate in organized PD activities.
Participate in school committee meetings.
Supervise a biology field trip to British Columbia.

The interns generally taught subjects for which they were trained. Most, but not all, taught on their own for at least part of each day, although team teaching was common. Most participated in extracurricular activities, thereby enriching school life; the wide range of these activities included dancing, drama, skiing, computing, outdoor education, school newspaper, choir, photography, science fair, cheerleading, sports coaching and a band festival. Many were involved in field trips, student counselling, staff meetings, parent-teacher interviews and social functions. Observation was a common experience during the first few weeks. Most interns were given full responsibility for all aspects of the operation of their classes, such as planning, teaching, evaluating and reporting.

Percentage of the Day that Interns Spent in Teaching

Information about the percentages of the regular school day that teachers were "teaching" or were generally in charge of classes was obtained through both interviews and questionnaires. These two approaches yielded reasonably consistent data.

Interviews. At the commencement of their employment in 1985, some of the 49 interns were not in charge of any classes, whereas some carried virtually full teaching loads. The average time in charge was somewhat over 50% of each school day. By April 1986, the average had

increased to about 75%, but the percentages of change over the year varied greatly, as is shown in the right-hand column of Table 10. For example, nine interns reported less than 10% change in the time in charge while eight reported an increase of between 60% and 69%. This question presented some interns with difficulty in deciding what "in charge" meant, but the usual interpretation was that the interns were responsible for lesson planning, delivery and grading, even though the supervising teacher may have been present for substantial periods of time. The two interns in special grades 1-12 schools stated that they could not be in charge because of their distinctive school situations. Also, a considerable amount of team teaching occurred where interns were responsible for working with sections of classes while supervising teachers retained overall control.

Questionnaires. A summary of the perceptions of interns and supervising teachers concerning the time that interns spent in actual teaching at the beginning, middle and end of the school year is presented in Table 11. It was difficult to determine how much time interns were engaged in teaching. The major problem was one of defining "teaching time." One complication was that the presence of interns in classes made it possible for teachers to split their students into groups; thus, both educators might be engaged in "teaching." This difficulty may account for the considerable number of "no responses" in each group and, at times, a substantial disagreement in their estimates. Another definitional problem related to the term "full-time." In high schools, in particular, most teachers regularly instruct for about 80% of the school day; this is generally viewed as full-time teaching. Interviews indicated that many interns also taught from 75-80% of the time but that they were seen as not teaching full time. The responses summarized in Table 11 indicate that 35-50% of interns were teaching full time at the beginning of the year. At the other extreme, a few interns were teaching only 1/4 to 1/2 of the time by the end of the year. In general, however, interns gradually increased their teaching time over the internship period. Certainly, most supervisors realized that graduated experiences were an objective of the program.

Table 10

Percentages of the Day That 49 Interns Were in Charge of Classes, Initially and Near the End of Internship

	In Charge					
	At Commencement of Internship September 1985		In April 1986		Amount of Change over Year[a]	
Percentage of Day	f	%	f	%	f	%
90% or more	1	2	6	13	1	2
80 - 89%	1	2	11	23	1	2
70 - 79%	7	15	19	40	--	--
60 - 69%	4	9	3	6	8	17
50 - 59%	13	28	6	13	4	9
40 - 49%	4	9	--	--	2	4
30 - 39%	2	4	1	2	8	17
20 - 29%	8	17	--	--	8	17
10 - 19%	3	9	1	2	6	13
Less than 10%	4	6	--	--	9	19
Not applicable	2	--	2	--	2	--

Note. Data were obtained during in-school interviews.

[a]"Change over Year" relates to the left-hand column, "Percentage of Day," and not to the two middle columns. For example, 6 interns (i.e., 13% of the 47 for whom this question was applicable) experienced changes in percentages of the day that they were in charge of classes in the order of 10-19% from September to April.

Table 11

Perceptions of Interns and Supervising Teachers of the Time That Interns Spent in Teaching at Three Stages of the Year

Proportion of Total Teaching Time	Time of Year		
	Beginning	Middle	End
	%	%	%
Responses by Interns (n = 337)			
1/4	27	2	2
1/2	<u>30</u>	17	3
3/4	29	<u>43</u>	39
Full time	14	38	<u>56</u>
Responses by Supervising Teachers (n = 359)			
1/4	<u>46</u>	7	6
1/2	28	33	11
3/4	16	<u>39</u>	<u>44</u>
Full time	10	22	40

Note. These data were obtained by questionnaire. The highest percentage in each column is underlined.

Professional Development Activities of Interns

Open-ended questions were used with superintendents to ascertain how the professional development needs of interns were determined. According to the 75 comments received, these needs appear to have been determined by the following alternative procedures:

1. primarily through discussion and working with interns, based on their needs--20 mentions (28%);
2. primarily by central office staff with interns choosing among options--16 mentions (21%);
3. joint decision making by supervising teachers and interns, based on supervision and evaluation of interns--16 mentions (21%);
4. planning by staff, based on needs of both school and intern--15 mentions (20%); and
5. district planning, as for first-year teachers--8 mentions (11%).

Descriptions obtained from the in-school interviews revealed a diversity of professional development (PD) experiences, ranging from none outside the school setting to out-of-province conferences and week-long workshops. The PD allowance of $1,000 per intern available to school jurisdictions was greatly appreciated and widely utilized.

In several schools, few PD experiences were provided for the interns beyond those available to the regular teachers. Some school jurisdictions purchased videotapes and other resource materials for use by their interns. Several interns remarked that they wished that some of the more useful PD activities had come earlier in the school year.

The following list includes individual PD activities in which interns were involved:

1. workshops on effective teaching, evaluation, and handicapped students;
2. special workshops, operated by school jurisdictions, sometimes in the evening, on various professional matters;
3. conferences of ATA specialist councils;

4. in-school PD activities with other teachers;
5. teachers' conventions;
6. field trips, both within and outside Alberta;
7. international reading conference in Vancouver;
8. visiting other schools;
9. special conferences on topics such as discipline, gifted students and special education;
10. parent-teacher interviews;
11. staff meetings and department staff meetings;
12. PD days, e.g., stress management, long-term program development, Dale Carnegie programs;
13. special meetings of interns in central office, usually once per month;
14. meetings with community resource personnel;
15. meetings with school jurisdiction specialists, e.g., therapists;
16. special workshop conducted by a computer company;
17. workshops on first aid and cardio-pulmonary resuscitation; and
18. clinics, especially in physical education.

Three of these types of experiences warrant special comment. First, visits to other schools were deemed to be valuable, but they were hard to schedule because of obligations in the home schools. Second, some interns and supervising teachers jointly attended workshops on effective teaching and then used the recommended approaches in their interactions; this strategy was considered to be highly valuable. Third, one intern was especially appreciative of the opportunity given to all interns in the employing school district to meet with principals in a one-day central office workshop focusing on the work of interns in that jurisdiction.

Professional Development, Orientation and In-service Procedures for Interns

Superintendents were presented with a list of seven statements describing various possible professional development, orientation and in-service arrangements for interns within their jurisdictions. They were asked to indicate how descriptive each statement was of their jurisdictions. Provision was also made for comment as desired. The results are shown in Table 12. One

Table 12

Superintendents' Perceptions of Professional Development, Orientation and Inservice Procedures Used for Interns

Procedure	n	Rating of Description Accuracy[a] 1	2	3	4	Mean
1. Professional development plans for interns were developed by central office personnel	81	20	15	31	15	2.51
2. Professional development plans for interns were developed by participating schools	81	8	13	41	19	2.88
3. Existing orientation procedures for beginning teachers were adapted for interns	82	8	11	35	28	3.01
4. Regular beginning teachers participated in same in-service activities as interns	81	18	12	27	24	2.70
5. Expertise required for inservicing supervising teachers was available within jurisdiction	81	13	20	26	22	2.70
6. Jurisdiction hired consultants to assist with development of in-service and/or evaluation plans	82	65	3	6	8	1.48
7. Jurisdiction hired personnel to assist in provision of professional development activities for interns and/or supervising teachers	82	55	3	14	10	1.74

[a]Based on a 4-point scale where
1 = not at all descriptive of your situation
2 = not very descriptive of your situation
3 = describes your situation somewhat
4 = describes your situation accurately.

respondent, for example, noted that the interns and supervising teachers in his jurisdiction attended a three-day workshop sponsored by the school district and led by staff from the local university. Another stated that professional development plans were mostly developed by interns themselves, and one said that these plans were developed by the teachers in his jurisdiction.

On the other hand, the statement "regular beginning teachers participated in the same in-service activities as interns" was only a partially accurate description of most school jurisdictions, as were the statements "expertise required for in-servicing supervising teachers was available within the jurisdiction" and "professional development plans for interns were developed by central office personnel." With reference to statement 4 in Table 12, two superintendents said that interns participated in "more of the same" in-service as did beginning teachers. Others stated that some beginning teachers and all interns participated in the same classroom management workshop, and that "We were unable to do this, as interns were hired late." Another superintendent declared that, in the future, regular beginning teachers would participate in the same in-service activities as interns. Referring to the statements about availability of expertise, one superintendent said that most of the expertise was available within the jurisdiction, although some needed to be obtained from outside. With respect to central office personnel preparing plans for professional development of interns, several superintendents mentioned that their plans were developed and modified in conjunction with proposals from principals, teachers and the interns themselves.

Less support was recorded for statement 7, "Your jurisdiction hired personnel to assist in the provision of professional development activities for interns and/or supervising teachers." Two respondents said they had the required resources within their jurisdictions to provide these activities. The lowest level of support was obtained in connection with statement 6, "Your jurisdiction hired consultants to assist with the development of in-service and/or evaluation plans." Perhaps it was as one superintendent said: "Most jurisdictions felt qualified to develop their own plans."

Supervision

Information about supervision of interns and beginning teachers is presented under five headings: (a) general comments based on the in-school interviews; (b) concerns of interns and beginning teachers and the extent to which they perceived that assistance was available to help with these concerns; (c) opinions of interns about the help that they desired and received; (d) the use of support services in supervision; and (e) assessment of interns and beginning teachers.

General comments. Information obtained from the in-school interviews showed that considerable variety occurred in the supervisory experiences of interns. They worked with one to five supervising teachers each, and these persons were commonly viewed as the primary supervisors, although, in some cases, the principals saw themselves in this role. Some supervising teachers provided either oral reports or, less frequently, written reports to the principals about the interns. Formal written evaluations were usually the responsibility of the principals, assistant principals and, in some cases, assistant superintendents. On the other hand, some interns had undergone no formal evaluations by early May. One principal used information from questionnaire responses of students in evaluating the intern. Several principals used the same evaluation procedures for interns and beginning teachers; some of these principals provided informal feedback as well as formal evaluations. A common practice was for principals to observe the teaching of interns once each month.

The supervising teachers expressed a certain ambivalence about their role. Two stated that they didn't evaluate; they only offered suggestions. One considered that the intern was quite competent and therefore needed minimal assistance, whereas another confided that adequate help was not being provided. Usually the supervising teachers spent much more time supervising in the earlier weeks and months than they did later in the year. On the other hand, one intern reported that the supervising teacher was in her class all of the time. Several supervising teachers described how their other duties did not allow them time to

supervise adequately. One principal was concerned that the supervising teachers lacked supervisory skills and that they were more interested in organizing team teaching than in evaluating the interns. Some interns mentioned that teachers other than their supervisory teachers provided them with useful suggestions.

Concerns. On the questionnaires, interns and beginning teachers were asked to identify the major concerns that they experienced and the extent to which assistance with these concerns had been made available. Eight major areas of concern, which had been derived from the literature on problems of beginning teachers, were presented. Responses ranged from "None," represented by "0" on the scale, to "Very great," represented by "5." A similar response format was provided to ascertain the extent of assistance that was available to these two neophyte groups. Results of the analysis of responses are presented in Table 13.

The concerns about areas of school operation were generally similar for the two groups. Both were least concerned about "understanding the philosophy of the school" and most concerned about the "availability of feedback on specific aspects of teaching." Beginning teachers tended to be somewhat more concerned about having experienced teachers available for help. In terms of obtaining assistance, interns tended to have more help in "learning school routines," "availability of experienced teacher(s) to discuss problems related to teaching," and "availability of feedback on specific aspects of teaching," but the differences between the means of the two groups were small (less than 0.50). The groups differed substantially on only one item, "having the opportunity to observe other teachers"; however, this was not a major concern among beginning teachers. This suggests that the needs of the two groups were seen as being somewhat different and that support was provided accordingly. In general terms, however, there appeared to be little difference in the way the two groups perceived the amount of help available.

Help desired and received. In general, the interns in the in-school interviews were very positive about the help that they received, with 53% offering remarks to the

Table 13

Concerns of Interns and Beginning Teachers and Perceived Extent of Assistance Available

	Extent of Concern		Extent of Assistance Available	
	Interns (n = 337)	Beginning Teachers (n = 239)	Interns (n = 337)	Beginning Teachers (n = 239)
Area of Concern	Mean	Mean	Mean	Mean
1. Understanding the philosophy of the school	2.67	2.64	3.82	3.72
2. Learning school routines	3.33	3.37	4.16	3.92
3. Availability of experienced teacher(s) to discuss problems related to teaching	3.17	3.53	4.34	4.14
4. Having the opportunity to observe other teachers	3.13	2.87	3.88	2.61
5. Understanding the expectations of the school regarding the role and functions of a beginning teacher or intern	3.48	3.34	3.56	3.27
6. Availability of informal evaluation by the principal or other supervisory personnel	3.38	3.36	3.69	3.57
7. Availability of formal evaluation by the principal or other supervisory personnel	3.47	3.52	3.62	3.85
8. Availability of feedback on specific aspects of teaching	3.57	3.67	3.80	3.49

Note. The scale ranged from 0 "None" to 5 "Very great." These data were obtained by questionnaire.

effect that their supervising teachers were very helpful or supportive. Terms such as "excellent," "outstanding," "super," "fantastic" and "superb" were used by a further 35% of the interns. However, substantial numbers of interns received less help and feedback than they had expected from their principals, assistant principals, assistant superintendents and supervising teachers. The interns' opinions are summarized in Table 14.

On the questionnaires, both the interns and beginning teachers were asked to indicate the areas in which they desired help and the extent to which they perceived that help was provided. The scale ranged from 0 "None" to 5 "Very Great." Table 15 shows the distribution of responses. Interns and beginning teachers did not differ markedly in the areas of help desired. Interns desired most help in "identifying effective teaching behaviors"; beginning teachers also desired help in this area, but this was secondary to the need for "orientation to the school at the beginning of the year." Both groups desired least help in "becoming involved with the teachers' professional organization." The extent of help provided to interns appears to have met their needs. In all cases, the means of the items for help provided were higher than the means of the items for help desired. The same cannot be said for beginning teachers: beginning teachers could have used more assistance in "managing time effectively" and in "feeling comfortable in dealing with parents." The extent of help provided for both groups appears to have been lowest in the areas of "managing time effectively" and "becoming involved with the teachers' professional organization." In summary, the extent of help provided to interns was slightly more satisfactory than that provided to beginning teachers.

Support services. Principals of interns and supervising teachers were asked on the questionnaires to indicate the extent to which five specific support services were used for internship supervision, based on a five-point scale on which "5" indicated "A great deal" and "1" indicated "Very little." Table 16 records these responses. Interns were supervised mostly by regular teachers and local school administrators. Very little

Table 14

Opinions of 49 Interns about Help Received

Comments	f	%
POSITIVE		
Supervising teachers are very helpful/supportive	26	53
"Excellent"/"Outstanding"/"Super"/"Fantastic"/"Superb"	17	35
Other teachers, besides supervising teachers, are also helpful	12	24
Principal/assistant principal provides useful feedback	10	20
"Very good"/"Just great"/"Very positive"	8	16
Principal/assistant principal ensures that all details are covered	4	8
Am allowed freedom to try out ideas	3	6
"Positive"/"Good"	3	6
Supervising teachers point direction, but allow me to choose	2	4
Am viewed as a member of a team	2	4
NEGATIVE		
Principal/assistant principal provides less feedback than expected	4	8
Assistant superintendent is less involved than anticipated	2	4
Less help is provided than expected	2	4
Help is provided only if requested	2	4
Supervising teachers have difficulty in leaving their own classes to observe and evaluate interns	2	4
Disappointed about help received in major subject area	2	4
Some give no feedback on teaching	2	4
"Overprotective",	1	2
Principal was ineffective in overcoming lack of help from supervising teacher	1	2
Sometimes too much evaluation	1	2

Note. These data were obtained during the in-school interviews.

Table 15

Areas of Help Desired by Interns and Beginning Teachers and Perceived Extent to Which Help Was Provided

	Extent of Help Desired		Extent of Help Provided	
	Interns (n = 337)	Beginning Teachers (n = 239)	Interns (n = 337)	Beginning Teachers (n = 239)
Area in Which Help Was Desired	Mean	Mean	Mean	Mean
1. Orientation to the school at the beginning of the year	3.46	3.72	3.87	3.69
2. Coping with demands of supervisors	2.85	2.83	3.36	3.06
3. Coping with apprehension related to adequacy of my teaching	3.35	3.51	3.57	3.32
4. Managing time effectively	2.95	3.05	3.06	2.77
5. Feeling comfortable interacting with staff	2.60	2.26	3.68	3.27
6. Feeling comfortable in dealing with parents	3.24	3.41	3.60	3.16
7. Becoming involved with the teachers' professional organization	2.39	2.19	2.94	2.55
8. Being given opportunities to participate in in-service programs	3.38	3.06	4.09	3.50
9. Identifying effective teaching behaviors through observation and discussion with teachers and supervisors	3.59	3.51	3.93	3.33

Note. The scale ranged from 0 "None" to 5 "Very great." These data were obtained by questionnaire.

Table 16

Perceptions of Principals and Supervising Teachers of the Extent of Use of Support Services for Supervision of Interns

Type of Support Service	Extent of Use			
	Principals of Interns (n = 370)		Supervising Teachers (n = 359)	
	Mean	No Response	Mean	No Response
1. Teachers other than the supervising teacher	3.74	10	3.42	9
2. Administrators in the school	3.59	6	3.06	12
3. Central office personnel in the school system	2.51	25	1.94	57
4. Alberta Education Regional Office personnel	1.27	58	1.24	118
5. Alberta Education Central Office personnel	1.17	76	1.17	149
6. Other	1.98	238	2.11	283

Note. The scale ranged from 1 "Very little" to 5 "A great deal."

use was made of personnel employed in the central or regional offices of Alberta Education.

An equivalent question was asked of principals of beginning teachers, to determine the extent to which supervisory personnel were used with beginning teachers. A summary of responses to this question is presented in Table 17.

Beginning teachers were said to be supervised largely by administrators. The major difference in the supervision of beginning teachers and interns was that interns tended to be exposed extensively to other teachers whereas beginning teachers were supervised substantially by administrators. Consultants, specialists and resource teachers were mentioned occasionally by both groups of principals; in each case, they are included in the "Other" category in Table 17. Such use was relatively rare in the case of interns and only a little more common in the case of beginning teachers.

Assessment. On the questionnaires, principals and supervising teachers were asked to provide their opinions about the extent to which different categories of personnel were used in assessing interns and beginning teachers. The results are presented in Table 18. Assessment of both interns and beginning teachers was most commonly performed by in-school personnel. The major difference between the two groups lay in the greater reliance on teachers for evaluating interns. Supervising teachers felt that administrators performed less evaluation than did administrators themselves; however, reasons for this disparity were not clear. Central office personnel in the school jurisdictions appeared to contribute more to the assessment of beginning teachers than to that of interns. Very few "other" personnel were used. One effect of the internship program appears to have been to shift the burden of both supervision and assessment from administrators and supervisors to local school personnel--in particular, to teachers.

Table 17

Perceptions of Principals of the Extent of Use of Support Services for Supervision of Beginning Teachers

Sources of Support	Principals of Beginning Teachers (n = 255)	
	Mean	Can't Tell
1. Other teachers in the school	2.76	11
2. Administrators in the school	4.24	2
3. Central Office personnel in the school system	1.65	13
4. Alberta Education Regional Office personnel	1.20	32
5. Alberta Education Central Office personnel	1.05	48
6. Other	1.59	194

Note. The scale ranged from 1 "Very little" to 5 "A great deal."

Table 18

Perceptions of Principals and Supervising Teachers of the Extent of Use of Personnel in Assessing Interns and Beginning Teachers

Source of Assessment	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers of Interns (n = 359)	
	Mean	No Response	Mean	No Response	Mean	No Response
1. One teacher only[a]	3.65	125	1.96	139	3.32	69
2. Several teachers	3.78	30	1.85	132	2.96	60
3. Administrator from the school	4.09	6	4.49	1	3.63	16
4. Central office staff member from the school system	2.34	94	3.17	38	2.15	124
5. Alberta Education Regional Office staff member	1.31	158	1.28	141	1.35	187

Note. The scale ranged from 1 "Very little" to 5 "A great deal."

[a]In the case of supervising teachers, "one teacher only" meant "another teacher."

Satisfaction/Agreement with Program Features

Interns and beginning teachers were asked on the questionnaires to rate their levels of satisfaction with 17 aspects of their first year in schools, using a scale from 1 "Very dissatisfied" to 5 "Very satisfied." Results are presented in Table 19. The interns were more satisfied on 16 items than were beginning teachers, especially with regard to supervisory assistance provided, orientation to courses taught, opportunities for observation, and variety of teaching experiences. The differences were statistically significant on 11 items. Salary represented the only exception to this general pattern. The dramatic reversal here is noteworthy.

Also on the questionnaire, the supervising teachers were asked to rate the extent of their agreement with a variety of management features and program efforts. Responses ranged from 1 "Strongly disagree" to 5 "Strongly agree." Favorable responses were obtained on most items, as shown in Table 20. Supervising teachers indicated that three features were usually present to a high degree: intern-staff interaction, informal assessment and supervision. They did not feel that the program added substantially to their workloads but they seemed to feel a need for more training. This conclusion, too, was borne out in other questionnaire responses.

Supervising Teachers

Information is provided in this section on opinions and practices concerning supervising teachers' professional development needs and compensation and support.

Professional development. The 79 superintendents provided information about how the professional development needs of supervising teachers were determined. Their responses were as follows:

1. discussed with supervising teachers--19 mentions (24%);

Table 19

Comparison of Satisfaction Levels of Interns and Beginning Teachers

Program Feature	Satisfaction Level: Interns (n = 337) Mean	Satisfaction Level: Beginning Teachers (n = 239) Mean	Probability (t-test)
1. Assignment to this particular school	4.50	4.32	.05
2. Supervisory assistance provided by administrators	3.99	3.86	NS
3. Supervisory assistance provided by teacher(s)	4.21	3.69	.01
4. Orientation to the community	3.75	3.48	.01
5. Orientation to the school	4.11	3.90	.05
6. Orientation to the classroom	4.23	3.84	.01
7. Orientation to courses taught	3.95	3.39	.01
8. Opportunities for observation	3.94	2.90	.01
9. Variety of teaching opportunities	4.46	3.94	.01
10. Professional development opportunities	4.33	3.85	.01
11. Evaluation of your progress by others	3.80	3.73	NS
12. Your relationship with teachers	4.61	4.45	.01
13. Your relationship with support staff	4.56	4.40	.05
14. Non-teaching tasks assigned	4.12	3.98	NS
15. Salary	2.24	3.81	.01
16. Extracurricular tasks assigned	4.06	3.94	NS
17. Overall growth in your teaching performance	4.50	4.39	NS

Note. The scale ranged from 1 "Very dissatisfied" to 5 "Very satisfied." The underlined means indicate statistically significant higher levels of satisfaction. NS indicates that the difference between the two means was not statistically significant at the .05 level.

Table 20

Extent of Supervising Teachers' Agreement with Program Features
(n = 359)

Program Feature	Mean	Can't Tell
1. The intern's placement was appropriate to his/her teaching specialization	4.17	10
2. The intern was well prepared for teaching at time of employment	3.98	8
3. There was adequate supervision of the intern during the first year	4.31	7
4. There was adequate formal assessment of the intern	3.91	33
5. There was adequate informal assessment of the intern	4.35	11
6. The intern interacted effectively with parents	4.17	45
7. The intern interacted effectively with other members of staff	4.46	--
8. There was adequate opportunity for in-service training of the intern	3.96	28
9. The internship program added substantially to my workload	2.45	3
10. My own teaching skills were improved as a result of participating in the internship program	3.31	17
11. I felt adequately prepared to act as a supervising teacher	3.75	10
12. I was provided with adequate training for acting as a supervising teacher	2.59	16
13. My supervision skills (e.g., conferencing, evaluating and communicating) were enhanced as a result of participating in the internship program	3.45	15

Note. The scale ranged from 1 "Strongly disagree" to 5 "Strongly agree." These data were obtained by questionnaire.

2. requested by supervising teachers--17 mentions (22%);
3. no procedures in place--13 mentions (16%);
4. central office provided and/or suggested seminars and activities--8 mentions (10%);
5. planned by schools--4 mentions (5%); and
6. arranged in accordance with district supervision/evaluation plans--3 mentions (4%).

The supervising teachers themselves were asked these questions during the in-school interviews:

(a) Have you received any special training for supervising teachers and interns?
Yes ___ No ___
If "Yes," what was the nature of the training?
(b) What additional supervisory training would you like to have?

Table 21 categorizes their responses. Only 22 answered "Yes" to part (a), mainly citing workshops on internship (8 respondents), university courses (4) and teacher effectiveness programs (4). Of the 43 who answered "No," 16 stated that they had been cooperating teachers for education students during practicums. The need for additional supervisory training was strongly supported, with a variety of types of training being mentioned. Thirteen supervising teachers also identified workshops on role expectations for the internship program, even though these did not constitute supervisory training in the strict sense of the term.

Compensation and support. From a list of five items, superintendents were asked to check which forms of compensation were received by supervising teachers in their jurisdictions. The results are displayed in Table 22. The response checked most frequently (by 43% of the sample) was "increased participation in professional development activities"; "release time" was the next most common response (34%). "No compensation" was the response of 31%.

Superintendents were also asked to list sources of support provided for their supervising teachers. These were the major sources listed by 74 respondents:

Table 21

Supervisory Training of 65 Supervising Teachers

(a) Had Supervisory Training?

(i) Yes 22
No 43 (16 stated that they had been cooperating teachers for student teachers)

(ii) Type of Training	f
Workshops on internship	8
University courses	4
Teacher effectiveness program	4
Clinical supervision program	3
School jurisdiction in-service	3
Practicum associate training	2
Other	2

(b) Additional Supervisory Training Desired

Workshops on supervising interns	14
Workshops on internship program role expectations	13
Workshops on supervision/evaluation	11
Special university courses	3
Clinical supervision courses	3
Two- or three-week course on supervision	2
Teaching effectiveness program	2
Other	4
None (practicum experience is sufficient)	5

Note. Some respondents checked multiple responses.
These data were obtained from supervising teachers during in-school interviews.

Table 22

Forms of Compensation Provided to Supervising Teachers for Participation in the Internship Project

Compensation Provided (n = 86)	f	%
1. Increased participation in professional development activities	37	43
2. Release time	29	34
3. Financial remuneration	4	5
4. Reduction in teacher-pupil ratio	6	7
5. Other	6	7
6. No compensation	27	31

Note. Some respondents checked multiple responses. This information was provided by superintendents.

1. "whatever they need"--36 mentions (49%);
2. "none," that is, nothing beyond what is available for all teachers--15 mentions (20%);
3. various special services, closer consultation, closer and more frequent assistance from administration--13 mentions (18%);
4. specific workshops on supervision--6 mentions (8%); and
5. financial support--4 mentions (5%).

Summary

Information about internship practices in 1985-86 was obtained at two different periods using interviews and/or questionnaires with superintendents, principals, supervising teachers, interns and beginning teachers.

October-December 1985

In late 1985, brief structured interviews were conducted in association with the observation and coding of teaching behavior of both interns and beginning teachers. Several major differences were noted in the activities of these groups. Interns were more involved in observing, consulting with and assisting other teachers, whereas the beginning teachers were more frequently engaged in full-time teaching. The interns were also more involved in orientation and professional development activities, whereas the beginning teachers were more engaged in specialized workshops. With respect to supervision, nearly all interns had received supervisory visits, but 9% of the beginning teachers had not yet had such visits; informal evaluation was the most common type for both groups. The primary source of evaluation for interns was supervising teachers, and for beginning teachers it was in-school administrators, although these personnel also commonly evaluated interns. Both groups received assistance from other teachers. Beginning teachers were visited more frequently by central office staff of their school systems. Both groups reported moderately high levels of overall satisfaction, with larger percentages of interns

expressing either very high or very low satisfaction levels.

April-May 1986

Information was collected in the spring of 1986 concerning the same aspects as in late 1985 as well as about several other practical matters. Superintendents identified qualifications (both academic and subject area) and academic background as the primary criteria for selection of interns. Supervising teachers were selected mainly by the principals, either alone (52%) or in association with the relevant superintendents (20%). When asked to identify the reasons why they chose their mode of employment, interns most frequently cited their expectation of consequent permanent employment and the lack of teaching positions, whereas beginning teachers most commonly referred to confidence in their ability to teach and the offer of employment.

About 25% of the principals stated that no orientation programs had been organized for their interns; the figure for beginning teachers was 30%. Where such programs existed, they were most frequently organized by central office staff. The programs for interns tended to be adaptations of those for beginning teachers.

Interns had lower teaching loads than did beginning teachers, but their teaching loads and responsibilities increased throughout the school year. Interns were also heavily involved in extracurricular activities. The professional development needs of interns, which were determined mainly by discussions among involved groups, were met, in part, by a wide variety of activities. Workshops on "effective teaching" were frequently viewed as highly valuable.

With respect to supervision, most interns were assisted by between one and five supervising teachers each; the primary supervisor was usually either a supervising teacher or the principal. Formal reports were usually prepared by either the principal, assistant principal or assistant superintendent, but some interns had not been formally evaluated at all by May. Some

supervising teachers expressed concern over their difficult role as evaluators and their lack of preparation to be supervisors. A few slight differences were obtained between the supervisory and other concerns of interns and beginning teachers, with both being especially concerned about the availability of feedback on specific aspects of teaching, identifying effective teaching behaviors, orientation, in-service education and coping with apprehension. Similarly, some slight differences were noted between the perceptions of the two groups concerning the extent of assistance available, with the interns usually obtaining more assistance; the largest difference was that the interns reported more opportunity to observe other teachers. Generally, the interns rated the assistance provided by their supervisory teachers as very helpful and supportive, although a substantial proportion reported having received less help than they had expected. Principals reported that beginning teachers were supervised and assessed mainly by in-school administrators, whereas interns were supervised and assessed also by other teachers. Personnel from the school systems and Alberta Education offices were involved far less frequently with interns than with beginning teachers.

The supervising teachers as a group considered that intern-staff interaction, informal assessment of interns and supervision of interns were occurring in their schools to a high degree, that the internship program did not add substantially to their workloads, but that they could benefit from more supervisory training. The superintendents reported that the professional development needs of supervising teachers were identified mainly as a result of discussion with and requests by these teachers. Only one-third of the supervising teachers stated that they had received any special supervisory training. Most supported implementation of such training, especially workshops on supervising interns, role expectations for the internship program, and supervision/evaluation. With respect to compensation for supervising teachers, superintendents most frequently identified increased participation in professional development activities (43% mentioned this) and release time (34%), whereas 31% stated that no compensation was provided.

The interns as a group were more satisfied with all aspects of their employment, except salary, than were the beginning teachers.

Chapter 3

THE 1985-86 EVALUATION PHASE

The preceding chapter presents primarily descriptive information on internship practices in Alberta during 1985-86. This chapter presents and analyzes evaluative information obtained through interviews and questionnaires during the 1985-86 phase of the Initiation to Teaching Project. A variety of sources was used: representatives of stakeholder groups, superintendents, principals, supervising teachers, interns, beginning teachers, education professors, and senior education students. In all, about 3,000 individuals provided evaluative information during the first year of the project.

Methodology

The questionnaires and interview schedules used in 1985-86 were based upon (a) information in the literature, (b) the Initiation to Teaching Project guidelines, and (c) professional opinion. All instruments were pilot-tested. Where appropriate, the same questions were asked of different groups of respondents. Assurances of anonymity and confidentiality were provided.

Representatives of Stakeholder Groups

Structured interviews were conducted with 15 representatives of organizations that were deemed to be most interested in and affected by the internship program. These included the following people: (a) the Deputy Ministers of Education, Advanced Education, and

Manpower (now the Department of Career Development and Employment); (b) the Presidents and Executive Directors of the Alberta Teachers' Association, the Alberta School Trustees' Association, and the Alberta Catholic School Trustees' Association; (c) the President of the Alberta Federation of Home and School Associations; (d) the President and Past President of the Conference of Alberta School Superintendents; (e) the President of the Council of Catholic School Superintendents of Alberta; (f) the Chairman of the Universities Coordinating Council; and (g) the Executive Director, Training Services, Alberta Manpower. In most instances, the interviews were conducted by one researcher; they varied in length from 45 minutes to three hours. Some of the individuals interviewed did not answer all of the questions, either because they considered that they lacked the appropriate background of experience or because they preferred to focus on general issues.

Superintendents

In addition to analyzing and summarizing the results of reports that superintendents were required to submit to Alberta Education in the summer of 1986, the project team analyzed the results of questionnaires completed in April 1986 by 86 of the 115 superintendents whose school jurisdictions employed at least one intern each.

School-Based Personnel

Information and opinions were obtained from staff members in schools in three ways during the 1985-86 school year:

1. *Questionnaires.* These were mailed in May 1986 to the following groups: (a) a sample of approximately 50% of the interns, principals of schools employing interns, and supervising teachers who were not involved in any other component of this internship program evaluation, and (b) a sample of beginning teachers and their principals. The numbers of questionnaires completed and the return rates were as follows: interns

(337; 82%), principals of schools where interns were employed (370; 90%), supervising teachers (359; 88%), beginning teachers (239; 62%), and principals of schools where beginning teachers were employed (255; 66%).

2. *Interviews associated with classroom observations.* Nine observer/coders conducted interviews with all 151 interns (from the initial population of 652) and all 120 beginning teachers (from 613) whose teaching behaviors were observed and analyzed in the period November 1985-January 1986. Each of the 271 also completed a daily log sheet.

3. *Other in-school interviews.* Interviews were conducted by ten professors in a stratified random sample of 42 schools throughout Alberta in April and May 1986. These individual interviews involved 42 principals or their designates, 65 supervising teachers, 49 interns and 12 beginning teachers.

Professors

Opinions of professors at the three universities, including deans and department chairmen, were obtained early in 1986 through individual and group interviews and through their involvement in staff meetings and seminars on the internship program. Questionnaires were also mailed to all education professors who were not interviewed; 106 were returned, representing a completion rate of 50%.

Senior Education Students

Questionnaires were completed by 713 senior education students in the four education faculties at the three universities early in 1986. This activity was performed during classes, so full returns were obtained for all present in those randomly selected classes. In addition, 12 senior education students at the University of Alberta were interviewed.

Results

Several aspects that were deemed to be central to the evaluation of the internship program were explored in the fall of 1985: perceptions of reasons for the introduction of the Initiation to Teaching Project, views on its stated purposes, assessments of its positive and negative features, suggestions for improvement, opinions about compulsory internship, the length of the internship, permanent certification, and overall ratings of the program. Matters which were examined in greater detail in 1986-87, such as preferences for various internship models, are discussed in Chapter 5.

Reasons for Introduction of the Program

The stakeholders, principals and supervising teachers were asked to identify what they considered to be the main reason why the internship program was introduced in Alberta in 1985. Approximately 45% of respondents in each group referred to concerns about decreasing the number of unemployed teachers and about saving a cohort of teachers by using funds available for reducing unemployment; associated with these views was the issue of reducing discouragement among newly qualified teachers. Two stakeholders perceived that the main reason was desired political gain that could accrue from acting in a way that was regarded with favor. The following main reasons were also provided by individual stakeholders: to put accountability back into the teaching profession through cooperative action by Alberta Education and the Alberta Teachers' Association; to overcome deficiencies of current teacher training programs; to use available funds to see how preparation for full-time teaching could be improved; to respond to public pressure for teachers who are better equipped to teach in today's classrooms; and to facilitate the transition from university student to teacher.

The second most common reason provided by principals related to producing better teachers; this was mentioned by 26% of the principals. The next most common reasons, each identified by about 14% of principals and supervising teachers, concerned these aspects:

(a) providing new teachers with a variety of experiences and (b) facilitating the transition from university student to teacher.

Agreement with Stated Purposes

The stakeholders, superintendents, in-school staff (during in-depth interviews), professors, and education students were all asked in 1985-86 to indicate on a scale ranging from 1 "Strongly disagree" to 5 "Strongly agree" the extent of their agreement with the following four stated purposes of the internship program.

1. *"Refinement of teaching skills of interns."* This purpose was strongly supported by all respondent groups. The percentages of respondents who agreed with this purpose were as follows: stakeholders 100%, superintendents 100%, principals 95%, supervising teachers 97%, interns 96%, professors 92% and education students 77%.

Some respondents considered that this purpose could be expanded to include (a) development of new skills, (b) enhancement of teaching skills, and (c) development of self-awareness of one's repertoire of skills, and that "teaching skills" should be viewed broadly so as to include aspects such as warmth in personal relationships and reduction in personal stress. Others cautioned that achievement of this purpose requires skilled supervising teachers who have the requisite authority and ability to alter interns' behaviors. The strategy of integrating improvement of teaching skills with a professional development program was also advocated.

2. *"Development of professional relationships by interns."* This purpose was also strongly supported, as the following percentages of agreement by respondents indicate: stakeholders 100%, superintendents 94%, principals 95%, supervising teachers 97%, interns 98%, professors 77% and education students 67%. The balance of each percentage was shared between "disagree" and "undecided" responses; for example, 11% of the education students disagreed and 22% were undecided.

Several respondents noted that this purpose is complex and that its achievement requires having interns involved and bearing responsibilities in areas where professional relationships can be developed, such as staff meetings and committees. This "professional relationships" purpose is usually not emphasized for beginning teachers; they tend to be more interested in "survival" and in developing teaching skills. Professional relationships outside the school, such as with police, social workers and health-care personnel, could be viewed as elements of this purpose.

3. *"Assessment of the intern's suitability for placement."* As indicated in Table 23, this purpose received somewhat less support than did the first two purposes, and many respondents were undecided about its importance and relevance.

Table 23

Extent of Agreement with the Third Internship Program Purpose: Suitability for Placement

	Agree %	Undecided %	Disagree %
Stakeholders	85	--	15
Superintendents	96	--	4
Principals	86	5	10
Supervising teachers	85	12	3
Interns	80	12	8
Professors	67	22	11
Education students	38	39	23

Some salient comments were made about this purpose:

a. Such assessment depends upon the internship situation.
b. Both the school staff and the intern can make this assessment.
c. Observation of the intern is a useful addition to an interview.
d. The assessment may raise false hopes for employment.
e. Assessment during an internship is likely to be fairer and better than during the B.Ed. program.
f. Superintendents favor more assessment, as is provided during an internship, before hiring.

4. *"Further development of professional skills of supervising teachers."* Although this purpose was supported by majorities of all groups except the education students, it also received less endorsement than did the first two purposes. Once again, substantial percentages of "undecided" responses were obtained from several groups (Table 24).

Table 24

Extent of Agreement with the Fourth Internship Program Purpose: Professional Skills of Supervising Teachers

	Agree %	Undecided %	Disagree %
Stakeholders	92	--	8
Superintendents	89	--	11
Principals	86	5	10
Supervising teachers	72	12	15
Interns	59	24	16
Professors	63	25	12
Education students	44	33	23

A considerable number of respondents commented that further development of professional skills of supervising teachers either should not be a central purpose of the internship program or at least it should be viewed as being far less important than the other purposes. One major concern was that the teachers selected to supervise interns should be competent supervisors *before* being selected. About 50% of the in-school staff who were interviewed stated that the supervising teachers were benefiting from internship involvement. This benefit occurred in a variety of ways such as through exposure to new approaches and awareness of aspects of the supervisory process. Others noted that achievement of this purpose required a commitment by the supervising teachers. Several expressed the opinion that the universities would need to be involved for this development to occur, because simply being associated with interns cannot in itself provide sufficient stimulus to allow the desired development to occur.

Achievement of Stated Purposes

The superintendents were also asked in 1985-86 to assess the extent to which the internship program had achieved its four stated purposes. They considered that refinement of interns' teaching skills was the purpose that had been fulfilled most effectively. Assessment of the interns' suitability for placement was also seen to be substantially achieved, however development of professional relationships by the interns received a lower attainment rating. The purpose of developing supervising teachers' professional skills was thought by the superintendents to be the least adequately fulfilled of the four stated purposes.

Positive Features of the Internship Program

The stakeholders, in-school staff (questionnaires and in-depth interviews), professors and education students were all asked to identify in 1985-86 what they considered to be the most positive features of the internship program. Those features which were most frequently mentioned are expressed in paraphrased form

and are categorized in Table 25 under the broad headings of "Benefits Related to Employment," "Other Benefits to Interns," "Benefits to Schools and Students," and "Benefits to Supervising Teachers." Except for Benefits Related to Employment, the benefits were usually identified by comparing the work of interns with that of beginning teachers. Especially emphasized were the following matters: (a) the opportunity to become more competent by working under expert supervision in less stressful situations than those experienced by beginning teachers; (b) the provision of a better transition from university student to teacher; (c) the opportunity for self-assessment; and (d) the overall benefits to schools, students and supervising teachers. Some respondent groups placed greater emphasis upon some features than did others; for example, the education students considered far more frequently than other groups that internship would improve the likelihood of employment.

Negative Features of the Internship Program

The same groups of respondents were asked to identify what they considered to be the most negative features of the internship program in 1985-86. Their responses are categorized under several broad headings in Table 26. Respondents commonly noted the misassignment of interns, a lack of clarity about the roles of interns and supervising teachers, insufficient lead time and planning prior to the introduction of the internship program in September 1985, low salary, the lack of credit toward certification, and the need for better training of supervising teachers.

Superintendents' Perceptions of Effects of the Internship Program

The superintendents were asked to indicate their perceptions of the effects of the internship program. Six items were rated on this 4-point scale: (a) effects were primarily negative, (b) there was no apparent effect, (c) effects were mixed, and (d) effects were primarily beneficial. The results are shown in Table 27.

Table 25

Most Commonly Identified Positive Features

Benefits Related to Employment

Provides better assessment of interns for placement.

Improves the likelihood of employment.

Helps in making career decisions.

A better alternative than unemployment or substitute teaching.

Other Benefits to Interns

Provides assistance and opportunities to learn about teaching from experts.

Provides a good transition into teaching.

Allows interns to obtain a variety of teaching experiences at different grade levels.

Provides some responsibility, which gradually increases, but also "back-up" support.

Develops an understanding of school operations over a full year.

Provides more time for planning and reflection and reduces the pressure and threat felt because interns do not have the full preparation load.

Enables the intern to learn more about practical aspects of teaching and presents a more realistic view of the teacher's role.

Provides more time to develop a variety of skills and a personal teaching style.

Creates opportunities to assess strengths and weaknesses before teaching full time.

Enables the neophyte to become more knowledgeable about curricula.

Enables the intern to build up sets of teaching materials, commonly provided by supervising teachers.

Increases confidence about being a full-time teacher.

(Continued)

Table 25 (Continued)

Benefits to Schools and Students

Provides additional teachers to help with instruction, thereby releasing teachers and enhancing flexibility.

Allows for productive team teaching and team work.

Forces schools to evaluate their operations.

Allows schools to benefit from the special expertise of interns.

Benefits to Supervising Teachers

Forces supervising teachers to evaluate their practices.

Provides more preparation time.

Produces satisfaction in initiating a new teacher.

Exposes supervising teachers to new ideas and techniques.

Table 26

Most Commonly Identified Negative Features

Assignment of Interns

Guidelines for the assignment of interns are unclear.

Some interns have been misassigned, e.g., to fill vacancies, to reduce teaching loads and to act as teacher aides.

Some interns and supervising teachers are not compatible.

Some interns are not appropriate to meet the schools' needs.

Some interns have too much variety in their teaching assignments, thereby reducing both their growth and that of their students.

Credit for Permanent Certification

No credit--not even partial--toward permanent certification is awarded.

Monitoring

The internship program is inadequately monitored.

Planning and Interorganizational Relationships

Little advance notice was provided.

Planning and attention to detail were inadequate.

Lead time was insufficient to allow for planning to meet the interests and abilities of interns.

The increased administrative workload was insufficiently recognized.

No attention was paid to interprovincial portability.

Integration with the universities was insufficient.

Permanent Employment

The linkage between internship and future employment is unclear.

Systems cannot offer interns permanent employment.

(Continued)

Table 26 (Continued)

Role of Interns

The role of interns is inadequately defined.

Interns don't have enough independent responsibility.

There is a potential for interns to be treated by staff as "student teachers."

There is a potential for interns to be viewed as cheap labor.

Interns are not always engaged in meaningful work.

Students do not perceive interns as regular teachers.

Parents are confused about the role of interns.

Interns are not required to stay as interns for the entire school year; some receive employment as regular teachers during the year.

Role of Supervising Teachers

The role of supervising teachers is inadequately defined.

Salary

The salary of interns is too low in view of the work that they do and the cost of living.

No credit is awarded on the salary grid for internship experience.

Space

Interns commonly don't have their own classrooms or office space.

Supervision/Evaluation

More time is needed for adequate supervision.

Some supervising teachers require training in supervisory practices.

Some interns are oversupervised.

Some interns are assigned to too many supervising teachers.

School System Procedures

Procedures were changed during the school year.

The internship program was introduced too quickly, resulting in inadequate procedures.

Some school staffs were unclear about the purposes and procedures of the internship program.

Table 27

Superintendents' Ratings of the Perceived Effects of the Internship Project

Affected Group/Resource	n	Percentage Rating for Perceived Effect[a]			
		1	2	3	4
1. Allocation of resources	82	--	30	27	43
2. Superintendent and deputy superintendents	78	8	21	46	26
3. Other central office personnel	73	7	55	19	19
4. School-based personnel	81	--	4	30	67
5. Students	80	1	8	11	80
6. Parents and community	82	1	28	21	50

[a]Based on a 4-point scale where
1 = effects were primarily negative
2 = there was no apparent effect
3 = effects were mixed
4 = effects were primarily beneficial.

The highest rating for beneficial effects was for the fifth item in the table, namely, that concerned with students. Eighty percent of the superintendents thought that interns had a positive effect on students and only one thought the effect was primarily negative. Comments on this matter from superintendents were that having interns provided added assistance to individual students and small groups and that the interns were "well liked" and "well accepted." One superintendent indicated that interns provided "greater expertise in specific curriculum." It is noteworthy that the 370 principals of schools with interns who were sampled by questionnaire in May 1986 provided an average rating of 4.2 on a five-point scale for the item "The intern had a positive impact on student learning." (The scale ranged from 1 "Strongly disagree" to 5 "Strongly agree.") The principals tended to support the superintendents in this respect.

The second highest rating for beneficial effects was for effects on school-based personnel (67%). Positive comments by superintendents included "interns were effectively used in schools" and "very useful for both intern and school in general." One superintendent stated that interns provided "increased knowledge" to the school-based personnel. Another explained that they provided "increased attention to the curriculum." Two noted that interns brought "a breath of fresh air" and "new ideas into the classroom." Some negative comments were noted, however. Among these were that school-based personnel were "a bit guarded in a couple of schools" and that interns added to the workload of school-based personnel.

Half of the superintendents indicated that the internship program was of primary benefit for the "parents and community." For this aspect, a fairly large percentage (28%) felt that there was no apparent effect. Among the positive comments were that parents appreciated having extra resources at the school: "an intern coached basketball and had a positive effect on the parents involved." Some comments were neutral or negative with regard to effects on parents and the community: "heard no concerns," "hard to judge," "cannot accurately comment" and "not noticeable." A small number reported parents' reactions: "parents want a teacher, not an intern" and "does my child have a real teacher?" The

superintendent providing the last-mentioned comment also added that such a concern was "ameliorated easily."

Fewer than half of the superintendents (43%) indicated that the effects of the internship project were primarily beneficial for matters associated with allocation of resources. Several of these respondents reported that there was "benefit derived from monies allocated," "better use of computers in one school and better P.E. in another," "improved art program," and "benefit derived for monies allocated" and that it "enhanced our programs." However, several stated that the internship program was a strain on their resources, as is evident in comments such as "our resources are restricted," "restricted finances" and "no extra resources available."

Of the six aspects identified for rating by superintendents, the two for which the ratings of the effects of the internship were primarily neutral or primarily mixed were "superintendent and deputy superintendents" and "other central office personnel." The main reactions were that the project had resulted in increased workloads for central office administrators and that the impact on central office personnel was minimal because these individuals were not extensively involved in the internship program. However, most superintendents reported that the effects of the program were more beneficial than negative.

Major Suggestions for Improvement

Many suggestions were made in 1985-86 for improving the internship program, both for the 1986-87 school year and in the event that internship were to become compulsory. These suggestions related closely to the list of the most negative aspects identified earlier in this chapter. Some stated that problems relating to the introduction of a new program and the speed with which it was implemented should be overcome in the second year. The major suggestions related to the following matters (most of which were identified by several members of each respondent group): (a) select the supervising teachers more carefully; (b) provide more and better in-service education for supervising teachers; (c) prepare more

specific guidelines concerning the roles of interns and supervising teachers and the placement and activities of interns; (d) improve publicity about the program; (e) monitor the activities of interns more closely; (f) provide clearer guidelines for evaluating interns; (g) increase the salary of interns and provide a living allowance for interns in remote areas; (h) allow credit toward permanent certification and recognition on the salary grid for internship experience; and (i) examine the role that universities could assume in helping to improve the internship program.

Post-Internship Examination

Because some form of examination is common in other professions and for teachers in some states in the U.S.A., respondents were asked whether they considered that teachers should be required to pass a post-internship examination before entering the teaching profession in Alberta. The results, presented in Table 28, clearly show little support for this approach. Those who favored an examination commonly cited the need for rigorous selection and screening to improve the calibre and image of the teaching profession. Those who opposed the measure mentioned several concerns: teaching is a complex art which cannot be measured by a test; the interns have already been screened and certificated; and establishing the validity of any such examination would present problems.

Compulsory Internship

Respondents were asked whether internship should be compulsory for all prospective teachers upon completion of their teacher preparation programs at university. Compulsory internship was supported by 85% of the stakeholders, 71% of the principals (during interviews), 52% of the supervising teachers (interviews), 51% of the interns (interviews), 67% and 35% of the professors (interviews and questionnaires), but by only 33% and 17% of the beginning teachers (interviews and questionnaires) and 24% of the education students (questionnaires). Considerable support was expressed for the idea that any form of compulsory internship should be funded by the provincial government.

Table 28

Opinions of Respondents about Whether a Post-Internship Examination Should Be Required

Respondent Group	n	In favor of an exam %	Not in favor of an exam %	Undecided %
Questionnaire				
Superintendents	79	28	72	--
Interviews				
Principals	42	5	86	10
Supervising teachers	65	12	78	9
Interns	49	18	71	10
Beginning teachers	12	--	58	42
Professors	22	9	64	27

Length of the Internship Period

One year was the most heavily favored period of time for an internship in teaching. Of those respondents who supported the idea of a compulsory internship, one year was supported by 64% of the stakeholders, 80% and 87% of the principals (interviews and questionnaires), 76% and 80% of the supervising teachers (interviews and questionnaires), 77% and 75% of the interns (interviews and questionnaires) and 86% of the professors (questionnaires). Those who supported the one-year internship period commonly remarked that it allowed interns to become familiar with school operations over the entire cycle of operations and that it seemed to be an appropriate period to allow for the full range of developmental activities to be experienced.

Permanent Certification

Presently, permanent certification is granted in Alberta after a minimum of two years of successful full-time teaching. A concern was raised that the period of internship does not presently count toward these two years. Two possible changes were advanced by some respondents: (a) that permanent certification should follow immediately upon successful completion of an internship year; and (b) that the internship year should count as one of the two required years of successful teaching.

Substantial support was evident among most groups for the granting of partial credit towards permanent certification for an internship year. There was little support for the notion that permanent certification should follow immediately upon successful completion of an internship year as most respondents who voiced an opinion on this matter considered that teachers need a period of full responsibility before receiving their permanent certificates.

Overall Ratings of the Internship Program in 1985-86

Principals, supervising teachers, interns, professors, and education students were asked to rate their overall assessment of the value of the Alberta internship program in 1985-86 using a scale from 1 "Poor" to 10 "Excellent." Stakeholders and superintendents were asked to assess separately the professional development aspects and the administrative/policy aspects. The distributions of their responses are shown in Table 29.

In general, the professional development aspects received an average assessment of approximately 8 on the 10-point scale from the stakeholders, superintendents and in-school staff--a moderately high rating. However, the means of 7.1 and 5.7 for the responses by professors and education students were considerably lower. In addition, the stakeholders and superintendents rated the administrative and policy aspects substantially lower than the professional development aspects.

On both the in-school interviews and questionnaires, the principals rated the internship program higher (8.4 and 8.5) than did the supervising teachers (7.6 and 8.3) and interns (7.5 and 8.1), with the differences being much greater in the interviews. Many of the more negative assessments, i.e., those in the 1-5 range, were associated with particularly adverse personal experiences or with knowledge of specific difficulties in schools or school systems.

Summary

In the first year of the evaluation, information concerning the strengths and weaknesses of the Initiation to Teaching Project as well as general reactions to the program were collected by means of interviews, questionnaires and direct observation of classroom performance. This chapter presented the findings of the interview and questionnaire data collected in 1985-86 from representatives of stakeholder groups, superintendents, principals, supervising teachers, interns, beginning teachers, professors and senior students in teacher preparation programs at three

Table 29

Rating of the Value of the Current Internship Program

	Stake-holders		Superin-tendents		In-School Interviews			Questionnaires			Profs.	B.Ed. Stud.
					P	ST	I	P	ST	I		
Rating	(12) %(a)	(12) %(b)	(83) %(a)	(84) %(b)	(42) %	(65) %	(49) %	(370) %	(359) %	(337) %	(106) %	(713) %
Poor 1	--	--	--	2	--	--	--	--	--	1	1	5
2	--	--	2	5	--	--	--	1	2	1	--	6
3	--	--	1	1	--	2	--	--	1	1	4	10
4	--	--	4	1	--	5	6	1	3	3	5	8
5	--	33	--	11	--	3	6	4	4	4	5	12
6	17	25	8	10	--	11	4	3	3	5	14	13
7	8	8	13	19	15	20	20	9	10	15	14	13
8	25	8	31	35	33	33	39	23	24	16	24	15
9	33	8	20	13	34	11	8	23	12	20	11	6
10 Excellent	--	--	19	4	16	6	12	32	35	29	8	3
Unable to judge	17	17	--	--	2	2	4	3	7	4	15	10
Mean	7.9	6.1	7.9	6.9	8.4	7.6	7.5	8.5	8.3	8.1	7.1	5.7

Note. The value was assessed on a scale ranging from 1 (Poor) to 10 (Excellent); when a respondent gave a value in between whole numbers (e.g., 7.5), it was raised to the higher value (e.g., 8). (a) = Rating for professional development aspects; (b) = rating for administrative and policy aspects. P = Principal; ST = Supervising Teacher; I = Intern.

Alberta universities. The results for the 1985-86 phase of the evaluation may be summarized as follows:

1. *Perceived reasons for the introduction of Initiation to Teaching Project.* The main reason put forward was to reduce unemployment among teachers and thereby reduce discouragement and retain a cohort of teachers. The following reasons were also frequently mentioned: to gain political credit, to return accountability to the teaching profession through cooperative action by the Alberta Teachers' Association and the Alberta School Trustees' Association, to produce better teachers, to provide new teachers with a variety of experiences, and to facilitate the transition from university student to teacher.

2. *Agreement with the stated purposes of the ITP.* In general, representatives of stakeholder organizations, superintendents, principals of schools having interns, and supervising teachers were in strong agreement with the four stated purposes of the Initiation to Teaching Project, namely, that the internship provide for (a) refinement of teaching skills of interns, (b) development of professional relationships by interns, (c) assessment of the interns' suitability for placement, and (d) further development of the professional skills of supervising teachers. Interns strongly agreed with the first three of these but expressed only moderate agreement with the fourth stated purpose. Professors and senior students in teacher education programs agreed strongly with the first and moderately strongly with the second purpose. Professors also agreed moderately with the third and fourth purposes, whereas senior education students were quite uncertain about these two stated purposes.

Reactions by superintendents about whether the internship program had achieved its stated purposes were as follows: refinement of interns' teaching skills was most effectively fulfilled; assessment of interns' suitability for placement was substantially achieved; the development of professional relationships by interns was achieved to a lesser degree; and the development of professional skills of supervising teachers was least effectively met.

3. *Positive features of the internship program.* The program was seen as having benefits relating, first, to present and future employment, such as assessing interns for placement, helping them make career decisions, and offering a better alternative than either unemployment or substitute teaching.

A second set of benefits related to improving the intern's competence as a teacher, for example, providing a variety of experiences, providing for a gradual transition with "back-up" support available, enabling the intern to become familiar with curricula and teaching materials, providing opportunities to learn about teaching from experts, and enabling the intern to assess strengths and weaknesses before assuming a full-time teaching position.

The third set of benefits related to schools and students, for example, providing additional "teachers" in the school and thereby increasing the flexibility for various activities involving staff, causing schools to evaluate their operations, facilitating team teaching and other team projects, and bringing in the special expertise of interns and thereby benefiting students.

The fourth set of benefits related to effects of the program on supervising teachers, namely, causing them to be reflective about their own practices, providing them with preparation time, exposing them to new ideas and techniques, and providing the intrinsic rewards that are associated with assisting the new teacher to become more competent.

4. *Negative features of the internship program.* The most commonly mentioned negative features included misassignment of interns, a lack of clarity about the roles of interns and supervising teachers, insufficient lead time and planning prior to the introduction of the program, the low salary paid to interns and failure to award credit for internship on the teacher salary grid, the lack of credit toward teacher certification requirements, the need for better training of supervising teachers, the unclear linkage between internship and future employment, the unclear status of interns when compared with regular teachers, and the lack of clearly specified procedures for supervising and evaluating interns.

5. *Effects of the internship program.* According to Alberta school superintendents, the effects of the internship program for students in the schools, for school-based personnel and for parents and the community were primarily beneficial. The effects were seen as either mixed or neutral for superintendents, deputy superintendents and other central office personnel. The effects were also seen as mainly mixed or neutral in relation to the matter of allocating resources.

6. *Major suggestions for improvement.* The suggestions for improvement related primarily to the negative features identified. Those most frequently stated were the following: select supervising teachers more carefully and provide better in-service education for them; prepare more specific guidelines concerning the role of interns, the role of supervising teachers and the placement and activities of interns; monitor more extensively the activities of interns and provide clearer guidelines for their evaluation; increase the salary of interns and provide living allowances for those in remote areas; allow certification and salary grid credit for internship experience; and examine the role that universities could assume in the internship program.

7. *Post-internship examination.* The matter of an examination following the internship, such as is associated with entry to other professions, was raised. In general all respondent groups disapproved of such an examination.

8. *Compulsory internship.* Compulsory internship for teachers was favored by a large majority of stakeholder representatives and principals and by about half of the supervising teachers, interns and professors; but only minorities of beginning teachers and senior education students approved of compulsory internship.

9. *Length of internship period.* Among stakeholder representatives, principals, supervising teachers, interns and professors, there was strong support for a full year of internship.

10. *Permanent certification.* During the course of the 1985-86 evaluation interviews, only two groups--principals and supervising teachers--were asked to comment on whether permanent certification for teachers should follow successful completion of the internship year. A large majority of principals and a somewhat smaller majority of supervising teachers disagreed with this course of action.

Two groups--senior education students and professors-- were asked whether an internship year should count as a year toward the two years of successful teaching needed for permanent certification. Here, too, the majority did not agree with such a possible course of action.

11. *Overall rating of internship program.* On the ten-point scale provided, where 1 was "Poor" and 10 was "Excellent," overall ratings for the internship program in its first year of operation typically ranged from 7.5 to 8.5 for the various groups--although the professors rated it 7.1 and senior education students had a mean rating of 5.7. Stakeholder representatives and superintendents rated the "administrative and policy aspects" of the program at 6.1 and 6.9, whereas their ratings on the "professional development aspects" were both 7.9.

These 1985-86 results indicated broad support for the purposes of the internship program and for the program itself, even though the professors and senior education students tended to be less positive than were the other groups. The interns were perceived to benefit personally and professionally, with the schools, students and supervising teachers also sharing in the benefits. General agreement was obtained for a one-year internship period, for retaining the current regulations for permanent certification, and for not requiring a post-internship examination. Different groups had different views on whether the internship should be compulsory. Suggestions for improvement were generally directed at the identified negative features such as misassignment, role ambiguity, insufficient planning time, inadequate training of supervising teachers, and unclear evaluation procedures. Nevertheless, the overall

evaluation of the 1985-86 internship program was very positive and the overwhelming majority of respondents wanted it to be continued.

Chapter 4

CLASSROOM OBSERVATION STUDY

One important component of the evaluation design for the Initiation to Teaching Project was a longitudinal classroom observation study. In the two phases of the study, observational data were collected about random samples of interns and beginning teachers located in classrooms in various parts of the province. Initial observations were made, primarily in November and December 1985, and a second set of observations was obtained a year later, between late October and December 1986. During the second phase, the interns of the first phase were beginning teachers and the beginning teachers of the first phase were second-year teachers.

Data Collection

The approach to data collection used in the observational study was developed and refined over a period of several years at the Centre for Research in Teaching, Faculty of Education, University of Alberta. A report by MacKay (1979) on a large-study entitled Project QUEST (the acronym for Quasi-Experimental Study of Teaching) describes the teaching strategies that were the focus of the present study, including their research base in earlier work done at the University of Alberta, Stanford University, the University of Texas and elsewhere. MacKay (1985) consequently developed the Classroom Observation Record which includes 26 teaching strategies: using a scale from 1 "Unacceptable" to 5 "Superior," trained observers rate the extent to which teachers use these strategies.

Details on the identification and refinement of the measurement techniques for these teaching strategies appear in Volume 2 of the ITP Evaluation Technical

Report, as well as in an earlier report by MacKay (1979) and a recent report by MacKay and Bentley (1986). Numerous studies using procedures similar to that employed in this classroom observation study are described in the literature; many of these are reviewed in *The Handbook of Research on Teaching* (Wittrock, 1986). In other words, the methodology employed has a firm research base in the so-called process-product tradition of research on effective teaching and it has been used extensively and refined at the University of Alberta and at other institutions.

Training of Observers

In November 1986, the developer of the Classroom Observation Record (MacKay, 1985) trained nine observers to identify and code each of 26 teaching strategies. Similar training was conducted with nine new observers in late October 1986. On the final day of training in the second year, three observers who had worked on the 1985 phase joined the group to review the observation approach and to participate in a refresher course on the observation skills. All observers had had previous experience in various types of research projects and nearly all were certificated teachers. About half of the group members held doctoral degrees and the remainder had graduate degrees in education or other social science disciplines.

During training and during each of the two periods of data collection, inter-rater reliability checks were made. All of these resulted in reliability percentages at or above the level usually expected in studies of this type.

The observers prepared field notes describing conditions which might affect their observations. A review of these notes revealed a wide variety of settings, subject areas, class sizes and environments, but there were no indications of local contextual conditions that would have affected the ability of observers to use the observation and recording system.

Research Design

The research design, described below and in Figure 1, was a combination of two designs described by Campbell and Stanley (1963):

1. It had major characteristics of their Design 2, that is, the One-Group Pretest-Posttest Design. First, 151 interns were observed in the fall of 1985; the 92 who obtained full-time teaching positions in Alberta for 1986-87 were observed again in the fall of 1986. Second, 120 beginning teachers were observed in the fall of 1985 and as many of these as could be located in teaching positions in the province a year later--that is, 97--were observed as second-year teachers in the fall of 1986. Although pretest-posttest techniques were employed in the analysis, "true" pretest data were not used because the performance levels of these two groups prior to September 1985 were impossible to obtain.

2. Also evident were characteristics of the Campbell and Stanley Design 6, that is, the Posttest-Only Control Group Design. First, a comparison was made between (a) the 92 beginning teachers who were former interns ("treatment" group) and (b) the combined group of the original 120 (1985) and an additional 51 (1986) beginning teachers who had had no previous experience ("control" group). Second, a comparison of the 1986 beginning teachers who were former interns ("treatment" group) with <u>each</u> of the groups of 1985 and 1986 beginning teachers who had had no prior teaching experience ("control" groups) was also made. Additional features of the design, including comments on its strengths and possible weaknesses, are detailed in Volume 2 of the Technical Report.

Background Information on Observation Samples

The three samples for the classroom observation study were drawn by means of a stratified random sampling procedure in order to ensure representation of the various school types (elementary, junior high, senior high, all-grades schools, etc., and public, separate and private schools) and of schools from rural as well as

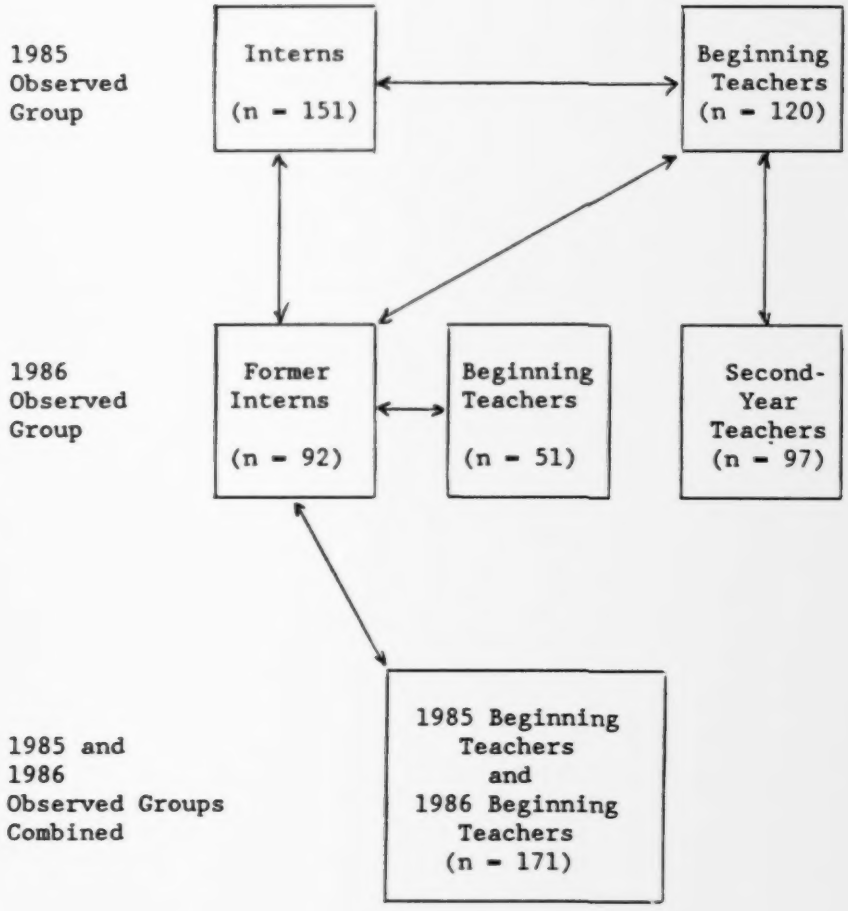

Figure 1

Comparisons Made in the Observation Study

urban jurisdictions. In this way, 151 interns and 120 beginning teachers employed in the province in 1985-86 were identified and observed in the fall term of 1985, and 92 of the first group and 97 of the second group were observed again approximately a year later. In addition, a new sample of 51 beginning teachers was drawn and each of these teachers was observed during the fall of 1986.

The "treatment" group and the two "control" groups were compared to determine whether or not they were equivalent. This was done by means of comparisons as to (a) universities where the teacher education programs were completed, (b) university grade point averages, and (c) student teaching (practicum) grades. With regard to the universities where programs were completed, no significant differences were found in the sample distributions. Slightly more than half of the sample in each of the two years (55% and 52%) was comprised of interns and beginning teachers who had completed requirements for interim teaching certification at the University of Alberta, whereas 25% and 19% had done so at the University of Calgary, and 10% and 9% had done so at the University of Lethbridge.

The analyses of grade point averages and of practicum grades were performed separately for the three universities in the study. For all three universities, the beginning teacher groups had statistically higher practicum grades than the interns for all three universities; and for two of the three universities, beginning teacher groups had statistically higher grade point averages than the interns. The exception was for the interns and the beginning teachers who had completed their teacher education programs at the University of Calgary; there was no significant difference in grade point averages for these two groups.

Overall, it appears that representation from the three universities was much the same in the two years but that the practicum grades and overall grade point averages of those who managed to obtain positions as beginning teachers were somewhat higher than the practicum grades and grade point averages of the interns in the study. These differences are important matters to consider when interpreting the findings from the classroom observation study.

Results

The results of the various analyses performed on the data are reported below. First, attention is given to the findings from analyses by subject-matter field and grade-level observed, to indicate whether the 26 strategies in the Classroom Observation Record were subject-matter specific or grade-level specific. Second, analyses by university grade point average and university practicum grade are reported. Third, "pretest" data on the two major groups, the 151 interns, and the 120 beginning teachers observed in the fall of 1985 are presented. Fourth, longitudinal comparisons are made of "posttest" data collected in the fall of 1986 and the "pretest" data for each of the above two groups. Fifth, "posttest" results for the 1986 beginning teachers with internship experience are compared with the findings about the 1985 beginning teachers without internship experience in the posttest-only control group part of the study. In addition, the same "posttest" results are compared with the findings for the new group of 1986 beginning teachers with no internship experience, and again with those for the combined 1985 and 1986 beginning teacher groups.

Analysis by Grade Level

The analysis by grade level revealed a tendency for higher scores to be obtained for the primary grades on four of the 26 strategies in the Classroom Observation Record--"Rules and routines," "Overlappingness," "Variety of techniques," and "Clear information"--however, the mean scores for these primary grades were never consistently higher than those for the remaining three sets of grade-level groupings. Thus, it was reasonable to conclude that the teaching strategies observed with the use of the Classroom Observation Record were not grade-level specific.

Analysis by Subject-Matter Field

The analysis across five subject-matter fields--language arts, mathematics, physical education, science and social studies--produced results similar to those by grade level. Teaching performance as assessed by the 26-item Classroom Observation Record was not consistently related to subject-matter field observed.

This analysis and that by grade level confirmed that the Classroom Observation Record procedure could be used to make comparisons in teaching performance across subject-matter fields and across grade levels, since it is neither grade-level specific nor subject-matter specific.

Analysis by University Grade Point Average and Practicum Grade

Another analysis was performed that, in large measure, also provided a validity check on the use of the Classroom Observation Record. This approach involved computing Pearson product-moment correlations of the university grade point averages and the university practicum grade for each intern and beginning teacher observed with their ratings on each of the 26 teaching strategies contained in the Classroom Observation Record. Since the grading procedures differed for the three Alberta universities involved, these analyses were performed separately for teachers and interns according to universities where they had pursued their teacher preparation. Grade point averages were found to be significantly related to 14 of the 26 strategies, and scores on the practicum to 9 of the 26. In total, 18 of the 26 strategies were positively correlated with one or both of grade point average and practicum grade for at least one of the three universities. This finding was reassuring in that the anticipated relationship between effective teaching, as assessed by the Classroom Observation Record, and by predictors of effective teaching, namely, grade point average and practicum grade, was confirmed.

Comparisons of 1985 Interns and Beginning Teachers

As indicated earlier in this chapter, the classroom observation study had characteristics of a pretest-posttest design. When collecting the base-line or "pretest" data in the fall of 1985, a question arose as to whether the teaching performance of the two major groups, the interns and the beginning teachers, would differ or whether the two groups would be roughly equivalent in this respect. As already indicated in an earlier section of this chapter, there was a general tendency for the beginning teachers to have higher grade point averages and higher practicum grades than the interns. On this basis the temptation might be to predict higher scores for the beginning teachers. However, on none of the 26 teaching strategies was there a significant difference between the beginning teachers--the "control" group--and the interns--the "treatment" group. Thus, the "pretest" data on teaching performance revealed that, on these measures, the two groups were "equivalent."

Longitudinal Comparison of Beginning Teachers with Internship Experience

As shown in Table 30, for 22 of the 26 teaching strategies the beginning teachers with internship experience showed statistically significant increases from the pretest to the posttest a year later. For all 26 strategies the posttest scores were higher.

Longitudinal Comparison of Second-Year Teachers without Internship Experience

As is evident in the findings presented in Table 31, for 23 of the teaching strategies the 1986 second-year teachers without internship experience showed statistically significant increases from pretest to posttest and for the three remaining strategies their pretest scores were either higher or unchanged.

Table 30

Longitudinal Comparison of Classroom Observation Record Scores for 1986 Beginning Teachers Who Had Been Interns in 1985

Teaching Strategy	Means: 1985 Interns (n=151)	Means: 1986 Beginning Teachers with Internship (n=92)	Probability (t-test)
1. Rules and routines	3.2	3.7	.01
2. Awareness	3.1	3.5	.01
3. Preventative	2.9	3.5	.01
4. Directed action	3.1	3.7	.01
5. Low-key responses	2.9	3.5	.01
6. All listening	3.1	3.5	.01
7. Overlappingness	3.1	3.5	.01
8. Compliance	3.1	3.7	.01
9. Monitoring	3.3	3.7	.01
10. Planned activities	3.5	3.7	.01
11. Shared purpose	2.9	3.5	.01
12. Optimized learning time	3.2	3.5	.01
13. Signal to begin	3.1	3.5	.01
14. Variety of techniques	3.3	3.5	.05
15. Smooth flow	3.2	3.6	.01
16. Pace of lesson	3.3	3.5	.05
17. Minimum directions	3.0	3.6	.01
18. Appropriate level of communication	3.3	3.8	.01
19. Clear information	3.4	3.7	.01
20. Questioning distribution	3.2	3.7	.01
21. Questioning clues	3.3	3.5	NS
22. Level of questions	3.1	3.4	NS
23. Praise	3.3	3.4	NS
24. Expectations	3.1	3.4	NS
25. Caring	3.2	3.8	.01
26. Responsiveness	3.3	3.6	.05

Note. Means shown were based on the five-point scale used: 1 = Unacceptable; 2 = Below average; 3 = Average; 4 = Above average; 5 = Superior. NS indicates that the difference between the two means was not statistically significant at the .05 level.

Table 31

Longitudinal Comparison of Classroom Observation Record Scores of 1986 Second-Year Teachers Who Had Been Beginning Teachers in 1985

Teaching Strategy	Means: 1985 Beginning Teachers (n=120)	Means: 1986 Second-Year Teachers (n=97)	Probability (t-test)
1. Rules and routines	3.2	3.9	.01
2. Awareness	3.1	3.8	.01
3. Preventative	3.1	3.8	.01
4. Directed action	3.1	3.7	.01
5. Low-key responses	2.9	3.7	.01
6. All listening	3.2	3.7	.01
7. Overlappingness	3.1	3.6	.01
8. Compliance	3.1	3.8	.01
9. Monitoring	3.3	3.8	.01
10. Planned activities	3.6	3.9	.01
11. Shared purpose	3.0	3.5	.01
12. Optimized learning time	3.3	3.7	.01
13. Signal to begin	3.2	3.7	.01
14. Variety of techniques	3.4	3.7	.01
15. Smooth flow	3.3	3.7	.01
16. Pace of lesson	3.4	3.7	.01
17. Minimum directions	3.1	3.6	.01
18. Appropriate level of communication	3.3	3.8	.01
19. Clear information	3.4	3.7	.01
20. Questioning distribution	3.2	3.7	.01
21. Questioning clues	3.3	3.5	NS
22. Level of questions	3.3	3.5	NS
23. Praise	3.5	3.5	NS
24. Expectations	3.1	3.7	.01
25. Caring	3.4	3.9	.01
26. Responsiveness	3.5	3.9	.01

Note. Means shown were based on the five-point scale used: 1 = Unacceptable; 2 = Below average; 3 = Average; 4 = Above average; 5 = Superior. NS indicates that the difference between the two means was not statistically significant at the .05 level.

Comparison of 1986 Beginning Teachers with Internship Experience and 1985 Beginning Teachers without Internship Experience

The posttest-only control group part of the research design involved comparing the posttest scores of the 1986 beginning teachers with Alberta internship experience in the preceding year with the control group of 1985 beginning teachers. The results are shown in Table 32. For 21 of the 26 strategies the former interns had significantly higher ratings.

Comparison of 1986 Beginning Teachers with Internship Experience and 1986 Beginning Teachers without Internship Experience

The results of this comparison appear in Table 33. Although former interns had higher mean scores than the 1986 comparison group for all but one of the strategies, statistical significance was apparent in only five of the 26 comparisons.

Comparison of 1986 Beginning Teachers with Internship Experience and the Combined Groups of 1985 and 1986 Beginning Teachers without Internship Experience

The results reported in Table 34 reveal statistically significant differences favoring the former interns for 20 of the strategies, and for all but one of the remaining six their teaching strategy scores were higher, but the differences were not statistically significant.

Discussion

The normal criteria for validity and reliability for this type of study were met. The results of the study showed that classroom experience as either an intern or as a beginning teacher leads to significant improvement in teaching performance. Both types of experience

Table 32

Comparison of 1986 Former Interns with 1985 Beginning Teachers without Internship Experience

Teaching Strategy	Means: 1985 Beginning Teachers with no Internship (n=120)	Means: 1986 Beginning Teachers with Internship (n=92)	Probability (t-test)
1. Rules and routines	3.1	3.7	.01
2. Awareness	3.1	3.5	.01
3. Preventative	2.9	3.5	.01
4. Directed action	3.1	3.7	.01
5. Low-key responses	2.8	3.5	.01
6. All listening	3.1	3.5	.01
7. Overlappingness	3.1	3.6	.01
8. Compliance	3.0	3.7	.01
9. Monitoring	3.2	3.7	.01
10. Planned activities	3.5	3.7	.05
11. Shared purpose	3.0	3.5	.01
12. Optimized learning time	3.2	3.5	.01
13. Signal to begin	3.2	3.5	.01
14. Variety of techniques	3.3	3.5	NS
15. Smooth flow	3.2	3.6	.01
16. Pace of lesson	3.3	3.6	.05
17. Minimum directions	3.1	3.6	.01
18. Appropriate level of communication	3.3	3.8	.01
19. Clear information	3.4	3.7	.01
20. Questioning distribution	3.2	3.6	.01
21. Questioning clues	3.3	3.4	NS
22. Level of questions	3.2	3.3	NS
23. Praise	3.4	3.4	NS
24. Expectations	3.2	3.4	.05
25. Caring	3.4	3.8	.01
26. Responsiveness	3.5	3.6	NS

Note. Means shown were based on the five-point scale used: 1 = Unacceptable; 2 = Below average; 3 = Average; 4 = Above average; 5 = Superior. NS indicates that the difference between the two means was not statistically significant at the .05 level.

Table 33

Comparison of 1986 Former Interns with 1986 Beginning Teachers without Internship Experience

Teaching Strategy	Means: 1986 Beginning Teachers with no Internship (n=48)	Means: 1986 Beginning Teachers with Internship (n=92)	Probability (t-test)
1. Rules and routines	3.4	3.7	.05
2. Awareness	3.5	3.5	NS
3. Preventative	3.3	3.5	NS
4. Directed action	3.5	3.7	NS
5. Low-key responses	3.3	3.5	NS
6. All listening	3.3	3.5	NS
7. Overlappingness	3.2	3.6	.01
8. Compliance	3.4	3.7	.05
9. Monitoring	3.5	3.7	NS
10. Planned activities	3.5	3.7	NS
11. Shared purpose	3.0	3.5	.01
12. Optimized learning time	3.3	3.5	NS
13. Signal to begin	3.1	3.5	.01
14. Variety of techniques	3.4	3.5	NS
15. Smooth flow	3.3	3.6	NS
16. Pace of lesson	3.4	3.6	NS
17. Minimum directions	3.4	3.6	NS
18. Appropriate level of communication	3.6	3.8	NS
19. Clear information	3.4	3.7	NS
20. Questioning distribution	3.3	3.6	NS
21. Questioning clues	3.2	3.4	NS
22. Level of questions	3.1	3.3	NS
23. Praise	3.3	3.4	NS
24. Expectations	3.2	3.4	NS
25. Caring	3.8	3.8	NS
26. Responsiveness	3.6	3.6	NS

Note. Means shown were based on the five-point scale used: 1 = Unacceptable; 2 = Below average; 3 = Average; 4 = Above average; 5 = Superior. NS indicates that the difference between the two means was not statistically significant at the .05 level.

Table 34

Comparison of 1986 Former Interns with All Beginning Teachers without Internship Experience

Teaching Strategy	Means: Combined 1985 & 1986 Beginning Teachers (n = 168)	Means: 1986 Former Interns (n = 92)	Probability (t-test)
1. Rules and routines	3.2	3.7	.01
2. Awareness	3.2	3.5	.01
3. Preventative	3.1	3.5	.01
4. Directed action	3.2	3.7	.01
5. Low-key responses	2.9	3.5	.01
6. All listening	3.1	3.5	.01
7. Overlappingness	3.1	3.6	.01
8. Compliance	3.1	3.7	.01
9. Monitoring	3.3	3.7	.01
10. Planned activities	3.5	3.7	.05
11. Shared purpose	3.0	3.5	.01
12. Optimized learning time	3.2	3.5	.01
13. Signal to begin	3.1	3.5	.01
14. Variety of techniques	3.3	3.5	NS
15. Smooth flow	3.2	3.6	.01
16. Pace of lesson	3.3	3.6	.05
17. Minimum directions	3.2	3.6	.01
18. Appropriate level of communication	3.4	3.8	.01
19. Clear information	3.4	3.7	.01
20. Questioning distribution	3.2	3.6	.01
21. Questioning clues	3.2	3.4	NS
22. Level of questions	3.2	3.3	NS
23. Praise	3.4	3.4	NS
24. Expectations	3.2	3.4	NS
25. Caring	3.5	3.8	.01
26. Responsiveness	3.5	3.6	NS

Note. Means shown were based on the five-point scale used: 1 = Unacceptable; 2 = Below average; 3 = Average; 4 = Above average; 5 = Superior. NS indicates that the difference betwen the two means was not statistically significant at the .05 level.

produced impressive gains in ratings. The findings are especially important when one notes that the 26 strategies represent the best available research-based knowledge about teaching which "makes a difference" on such outcome variables as achievement scores. Moreover, it is very likely that the strategies of "warmth" and "empathy" are related to outcomes in the affective domain.

Comparisons using these 26 measures revealed no significant differences between the beginning teachers who acted as a control group and the treatment group of interns in the pretest year of the study. The posttest measures revealed significant "improvements," that is, increases on most of the 26 items for the intern group and for the beginning teacher group when the longitudinal comparisons were made. Furthermore, the posttest measures of beginning teachers in 1986 who had been interns the previous year revealed significantly higher scores than those of the 1985 pretest beginning teacher group.

In the comparison of the 92 1986-87 beginning teachers who were former interns with the 48 1986-87 no-internship beginning teachers, the former interns had higher scores on 25 teaching strategies, with statistical significance being achieved on five of these. (Had these differences been obtained with larger samples, several more would have reached the 0.05 level of statistical significance.) It should be noted that the no-internship beginning teachers hired during the preceding year had been selected by school jurisdictions from a large population of newly graduated teachers whose grade point averages and student teaching grades were on average higher than those of the interns. Because employing authorities had a larger pool of new graduates and former interns from which to choose in 1986-87, there was even greater likelihood that they selected the "better" candidates from among the no-internship pool. Thus, these differences between the former interns and the no-internship beginning teachers--in favor of the latter--assume even greater significance.

Conclusions

Based on the findings from the classroom observation study, the following major conclusion about the two-year Initiation to Teaching Project was reached:

> *The Initiation to Teaching Project was effective in improving the classroom teaching skills of interns.*

The results of the components of the classroom observation study, including longitudinal as well as cross-sectional comparisons, yielded findings that strongly support this conclusion.

Various comparisons of interns and beginning teachers, especially the results of the longitudinal study of beginning teachers with and without internship experience, led to a second important conclusion:

> *A year of teaching experience either as an intern or a beginning teacher was effective in improving classroom performance.*

Chapter 5

THE 1986-87 EVALUATION PHASE

This chapter provides an overview of the evaluation activities and findings relating to the second year of the evaluation of the Initiation to Teaching Project. Findings from the first-year evaluation have been presented in the first four chapters, with Chapter 4 also including the results for the longitudinal evaluation of classroom performance.

In the second phase, interviews were conducted with 19 representatives of stakeholder organizations, 43 principals, 72 supervising teachers, 55 interns, 108 beginning teachers with internship experience and 48 beginning teachers with no internship experience. Questionnaires were completed by 108 superintendents of schools, 475 principals, 343 supervising teachers, 328 interns, 173 beginning teachers who were former interns, 724 senior education students, and 119 professors of education in the three universities involved in the preparation of teachers in Alberta. The data were analyzed by means of statistical research techniques such as analysis of variance and the *t*-test. Comments by respondents were subjected to content analysis.

The chapter begins with a brief description of the ten aspects of the 1986-87 evaluation of the project. Next, the results from seven of the studies, most of which included several components, are brought together in composite tables and associated text under 13 major headings. Following the presentation of results from the 1986-87 evaluation is a brief consideration of the changes that occurred from the first to the second year of the project and then a related comparison of the satisfaction of interns and beginning teachers. The final section of this chapter contains a point-form summary of the major findings.

Aspects of the 1986-87 Evaluation Phase

The methodology for the 1986-87 phase of the evaluation drew upon a variety of qualitative and quantitative research strategies; classroom observations, semi-structured interviews, questionnaires and a review of relevant documents were all incorporated in the many dimensions of this phase. Separate reports were prepared for the following individual aspects:

1. follow-up study of 1986-87 interns and of beginning teachers who participated in the 1985-86 classroom observation study;

2. questionnaire study involving principals, supervising teachers, and beginning teachers with internship experience;

3. survey of superintendents of schools;

4. review of monitoring reports on interns conducted by Regional Offices of Education;

5. interviews with key informants in stakeholder organizations;

6. interviews in schools with principals, supervising teachers, interns, and beginning teachers with internship experience;

7. longitudinal classroom observation and interview study of interns and beginning teachers;

8. questionnaire survey of senior education students at three Alberta universities; and

9. questionnaire survey of education faculty members at three Alberta universities.

In addition, an update was made of the review of relevant literature on internships in education and in other professions.

This chapter provides a summary of the individual reports on these aspects of the 1986-87 evaluation phase.

Results

Future of the Internship Program and Provisions for Beginning Teachers

All respondents in the 1986-87 questionnaire and interview component of the study were asked to rate seven policy alternatives on a five-point scale extending from 1 "Strongly agree" to 5 "Strongly disagree," with a "Can't tell" response category also available. To highlight the results, percentage responses for "Strongly disagree" (1) and "Disagree" (2) were combined to form a "Disagree" category, and "Strongly agree" (5) and "Agree" (4) were combined to form an "Agree" category. Tables presented in this report are summary tables showing percentages of agreement; in one case, rank orders based on these percentages are shown. Detail of the breakdown of responses is provided in Volume 2 of the Technical Report.

Although respondents were asked to rate the internship policy alternatives separately for elementary and secondary teachers, differences between the ratings for the two levels were not large. For this reason, the presentation and discussion of results are not separated by level in this report; generalizations apply to both teaching levels.

Support for the internship program. Perhaps the most important findings associated with the seven policy alternatives presented were the reactions of the various respondent groups to the policy alternative that the province "discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation." The percentages of respondents who either agreed or strongly agreed with this suggestion are provided in Table 35. As shown, support for discontinuation ranged from 0-37% with a median of 10% and modes of 10% and 11%. That is, there was very strong support for maintenance, rather than discontinuation, of internship for teachers in Alberta.

Table 35

Support for Discontinuing the Current Optional Internship Program and Reverting to the 1984-85 Situation

Respondents	n	Percentage Support for Discontinuing the Internship
Superintendents	105	10
Principals		
Questionnaires	475	3
Interviews	43	2
Supervising Teachers		
Questionnaires	343	7
Interviews	72	1
Interns		
Questionnaires	328	11
Interviews	55	10
Beginning Teachers (Former Interns)		
Questionnaires	173	11
Interviews	16	10
Observation interviews	92	8
Beginning Teachers (No Internship)		
Observation interviews	48	15
Second-Year Teachers (No Internship)		
Observation interviews	97	12
Senior Education Students		
Questionnaires		
U. of Alberta	311	13
U. of Calgary	304	16
U. of Lethbridge	107	37
University Education Faculty		
Questionnaires		
U. of Alberta	64	6
U. of Calgary	37	3
U. of Lethbridge	18	11
Stakeholder Groups		
Interviews	15	0
Median		10
Mode		10 and 11
Range		0 to 37

Future of the internship program. Rank ordering of responses to the four policy alternatives in Table 36 revealed some noteworthy patterns. Respondents directly involved in the optional post-B.Ed. Initiation to Teaching Project tended to favor this arrangement over the alternatives presented. This generalization held for the 354 interns, 267 beginning teachers with internship experience, 395 supervising teachers, 488 principals and 105 superintendents who responded to this question.

An optional internship as part of the B.Ed. program was the least preferred of the four alternatives among these respondent groups; perhaps respondents realized some important administrative difficulties such an approach would create.

Almost equally in middle position were the two alternatives specifying compulsory internship, either to follow the university program or as part of B.Ed. requirements.

Although they were not directly involved in the 1985-86 or 1986-87 internship program, senior students in faculties of education (n = 721) and first- and second-year teachers with no internship experience (n = 145) expressed similar responses. These groups were the least supportive of introducing a compulsory internship program either as part of the B.Ed. or following the B.Ed. degree. However, as with those directly involved in the program, they supported an optional post-B.Ed. internship and accorded optional internship as part of the B.Ed. program a middle position in their range of preferences.

Faculty members differed from university to university in their preferences for the four options, with the University of Alberta faculty most strongly favoring a compulsory post-B.Ed. internship program, the University of Calgary faculty preferring either optional post-B.Ed. internship or compulsory internship as part of the B.Ed. and the University of Lethbridge faculty favoring either the optional post-B.Ed. internship or the optional internship as part of the B.Ed. program.

Table 36

Rankings of Preferences for Internship Policy Alternatives

		Internship Policy Alternative			
		Following B.Ed. Program		As Part of B.Ed. Program	
Respondents	n	Optional	Compulsory	Optional	Compulsory
Superintendents	105	1	2	4	3
Principals					
Questionnaires	475	1	2	4	3
Interviews	43	1	2.5	2.5	4
Supervising Teachers					
Questionnaires	343	1	2	4	3
Interviews	72	1	2.5	4	2.5
Interns					
Questionnaires	328	1	3	4	2
Interviews	55	1	2	4	3
Beginning Teachers (Former Interns)					
Questionnaires	173	1	3	4	2
Interviews	16	3	2	4	1
Observation interviews	92	1	2.5	4	2.5
Beginning Teachers (No Internship)					
Observation interviews	48	1.5	4	1.5	3
Second-Year Teachers (No Internship)					
Observation interviews	97	1	4	2	3
Senior Education Students					
Questionnaires					
U. of Alberta	311	1	4	2	3
U. of Calgary	304	1	3.5	2	3.5
U. of Lethbridge	107	1	4	2	3
University Education Faculty					
Questionnaires					
U. of Alberta	64	2	1	4	3
U. of Calgary	37	2	3	4	1
U. of Lethbridge	18	1.5	4	1.5	3
Stakeholder Groups					
Interviews	15	2.5	1	4	2.5
Overall (Estimated)		1	2.5	4	2.5

Note. Table shows rankings based on percentages of agreement with each alternative. Tied ranks are shown by 1.5, 2.5 and 3.5.

The stakeholder groups rated most highly the alternative of a compulsory internship following the B.Ed.

As Table 36 reveals, the most favored alternatives differed from group to group. Overall, an optional internship program, such as that presently available for those who have met the university requirements for interim teacher certification, appeared to be favored by more respondent groups than was any other alternative. The notions of compulsory internship as part of the B.Ed. program and compulsory internship following completion of the university requirements associated with interim certification received almost equal support as the next-most-favored options. Least favored was internship as an optional feature of the B.Ed. program.

Provisions for Beginning Teachers

Two further policy alternatives presented to respondents are particularly relevant under conditions of either optional internship or no internship for teachers. These are that (a) beginning teachers be assigned to highly competent supervisors, and (b) the teaching load of beginning teachers be reduced. As indicated in Table 37, the 19 respondent groups--with one exception, where the two percentages were close--supported the alternative of assigning beginning teachers to highly competent supervisors. Major support for this policy alternative came from stakeholder representatives, university education faculty members, interns and supervising teachers: superintendents and senior education students were least supportive. With the exception of the two latter groups, at least half of each respondent group supported this policy alternative.

There was somewhat less support for the policy alternative that teaching loads of beginning teachers be reduced. Only five of the 19 percentages equalled or exceeded 50%: those associated with interviews with interns, the faculty groups and the representatives of stakeholders. Thus, support for a reduction in the teaching load of beginning teachers, even among the beginning teachers themselves, was, at best, modest.

Table 37

Extent of Agreement about Policy Alternatives Affecting Beginning Teachers

Respondents	n	Assignment of Beginning Teachers to Highly Competent Supervisors % Agree	Reduction of Teaching Loads of Beginning Teachers % Agree
Superintendents	105	44	24
Principals			
Questionnaires	475	53	33
Interviews	43	49	40
Supervising Teachers			
Questionnaires	343	54	35
Interviews	72	68	45
Interns			
Questionnaires	328	61	43
Interviews	55	62	50
Beginning Teachers (Former Interns)			
Questionnaires	173	48	35
Interviews	16	60	32
Observation interviews	92	60	37
Beginning Teachers (No Internship)			
Observation interviews	48	50	40
Second-Year Teachers (No Internship)			
Observation interviews	97	59	24
Senior Education Students			
Questionnaires			
U. of Alberta	311	43	34
U. of Calgary	304	48	27
U. of Lethbridge	107	38	39
University Education Faculty			
Questionnaires			
U. of Alberta	64	57	52
U. of Calgary	37	61	50
U. of Lethbridge	18	81	59
Stakeholder Groups			
Interviews	15	73	60

Note. Five response alternatives were provided. Percentages shown in the table combine "Strongly agree" and "Agree" responses, and omit neutral and disagree responses.

Developing Internship Policy and Guidelines

The 13 groups of respondents shown in Table 38 were asked to indicate which of five categories of organizations should have "major responsibility," which should have "some involvement" and which should have "no direct involvement" in establishing policy and guidelines for the internship program. More than half of the respondents for each of 11 groups felt that Alberta Education should have major responsibility; more than half in five groups indicated that school systems should bear the major responsibility; a majority in three groups favored the universities; and over half in two groups favored the Alberta Teachers' Association. Only the interns, in both the questionnaire and interview studies, lacked a majority of respondents in favor of any one category of organizations having major responsibility in this respect. Eight of the respondent groups favored sharing the major responsibility for establishing internship policy and guidelines among two or three of these categories of organizations.

One further finding is noteworthy in this regard. The categories of organizations that were not specifically identified for "major responsibility" were nevertheless selected by a majority of respondents in each group as needing "some involvement" in internship policy and guideline development.

Overall, Alberta Education was identified by a majority of respondents in 12 of the 13 groups as the body which should assume major responsibility for establishing internship policy and guidelines. A majority of the groups also considered that school systems, the universities, the Alberta Teachers' Association and the Alberta School Trustees' Association should have some involvement in this process.

Administering the Internship Program

Thirteen respondent groups were asked to indicate which of five categories of organizations should have "major responsibility," which should have "some involvement," and which should have "no direct

Table 38

Rankings of Preferences about Degrees of Responsibility of Organizations in Developing Internship Policy and Guidelines

Respondents	n	Alberta Education	ASTA	ATA	Universities	School Systems
Superintendents	108	1 M	5	4	3	2
Principals						
Questionnaires	475	2 M	5	3	4	1 M
Interviews	43	1 M	5	4	3	2 M
Supervising Teachers						
Questionnaires	343	2 M	5	3	4	1 M
Interviews	72	1 M	5	3.5	3.5	2
Interns						
Questionnaires	328	1 M	5	3	4	2
Interviews	55	2	5	1	4	3
Beginning Teachers (Former Interns)						
Questionnaires	173	2 M	5	3	4	1 M
Interviews	16	1 M	5	2.5 M	2.5 M	4
University Education Faculty						
Questionnaires						
U. of Alberta	64	1 M	5	3	4	2
U. of Calgary	37	1 M	5	3	2 M	4
U. of Lethbridge	18	1 M	5	4	2 M	3 M
Stakeholder Groups						
Interviews	15	1 M	5	2 M	3	4

Note. M indicates 50% or more of the respondent group felt that the organization(s) should have "major responsibility" in this area. A number alone represents the rank order of these organizations for which the majority of respondents preferred "some involvement." Tied ranks are represented by 2.5 and 3.5.

involvement" in administering the internship program--that is, involvement in looking after program plans, recruitment, selection, placement, professional development, monitoring, evaluation and remediation of interns. As shown in Table 39, a majority of respondents in each of the 13 groups identified school systems for "major responsibility." A majority in one of these groups also identified universities for "major responsibility." In other words, most seemed to favor the situation with which they were familiar, namely, the current pilot-project practice of having individual school districts, divisions, counties and private schools primarily involved in administering the day-to-day operation of the internship program.

A majority of respondents in each of the 13 groups perceived that Alberta Education, the Alberta Teachers' Association and the universities should have "some involvement" in administering the internship program. In most groups--8 out of 13--a majority of respondents favored no direct involvement by the Alberta School Trustees' Association in such administration; this view was consistent with practice during 1985-87.

Permanent Certification of Teachers with Internship Experience

With regard to the number of years of satisfactory teaching needed to qualify for permanent certification following internship, three policy alternatives were presented to respondents in each of the 19 groups listed in Table 40. Although many individual respondents favored the first alternative--permanent certification following satisfactory completion of internship--none of the 19 respondent groups taken collectively favored this alternative. Superintendents, principals and university faculty favored two years of satisfactory teaching following internship. The majority of respondents in each of the remaining 13 groups favored one year of satisfactory teaching following internship.

Table 39

Rankings of Preferences about Degrees of Responsibility of Organizations in Administering the Internship Program

Respondents	n	Alberta Education	ASTA[a]	ATA	Universities	School Systems
Superintendents	108	2	--	4	3	1 M
Principals						
Questionnaires	475	2	--	3	4	1 M
Interviews	43	2.5	--	4	2.5	1 M
Supervising Teachers						
Questionnaires	343	2	--	3	4	1 M
Interviews	72	2	--	4	3	1 M
Interns						
Questionnaires	328	2	5	3	4	1 M
Interviews	55	3	--	2	4	1 M
Beginning Teachers (Former Interns)						
Questionnaires	173	3	5	2	4	1 M
Interviews	16	4	--	3	2	1 M
University Education Faculty						
Questionnaires						
U. of Alberta	64	2	5	3.5	3.5	1 M
U. of Calgary	37	3	5	4	2	1 M
U. of Lethbridge	18	3	5	4	2 M	1 M
Stakeholder Groups						
Interviews	16	2.5	--	4	2.5	1 M

Note. M indicates 50% or more of the respondent group felt that the organization(s) should have "major responsibility" in this area. Number alone represents rank order of those organizations for which the majority of respondents preferred "some involvement." Tied ranks are represented by 2.5 and 3.5.

[a]The dash (--) indicates that the respondent group generally preferred that the ASTA have no involvement.

Table 40

Extent of Agreement about Policy Alternatives on Permanent Certification

Respondents	n	Following Satisfactory Completion of Internship % Agree	Following Internship and One Year of Satisfactory Teaching % Agree	Following Internship and Two Years of Satisfactory Teaching % Agree
Superintendents	105	5	29	80
Principals				
Questionnaires	475	15	52	55
Interviews	43	14	37	53
Supervising Teachers				
Questionnaires	343	18	60	35
Interviews	72	17	68	33
Interns				
Questionnaires	328	42	81	9
Interviews	55	22	84	5
Beginning Teachers (Former Interns)				
Questionnaires	173	29	77	9
Interviews	16	13	88	6
Observation interviews	92	24	78	14
Beginning Teachers (No Internship)				
Observation interviews	48	25	56	21
Second-Year Teachers (No Internship)				
Observation interviews	97	11	57	33
Senior Education Students				
Questionnaires				
U. of Alberta	311	35	73	13
U. of Calgary	304	46	60	12
U. of Lethbridge	107	53	57	14
University Education Faculty				
Questionnaires				
U. of Alberta	64	13	47	55
U. of Calgary	37	11	30	68
U. of Lethbridge	18	16	44	50
Stakeholder Groups				
Interviews	15	14	64	57

Note. Five response categories were provided. Percentages shown in the table combine "Strongly agree" and "Agree" responses, and omit neutral and disagree responses. The highest percentage in each row is underlined.

Salary of Interns

Respondents in each of the 19 categories listed in Table 41 were asked to indicate preferences among four internship salary alternatives. These alternatives were 25%, 50%, 75% and 100% of the beginning teacher's salary. A substantial majority of respondents in each of the 19 groups chose the 75% alternative. The question posed did not list the figure representing the salary they were paid during the internship, which was about 62% of the salary of beginning teachers.

Salary Grid Credit for Internship Experience

Provincial policy presently grants no salary grid credit for participation in the internship program. This alternative, along with two others--"partial credit" and "full credit"--was presented to the 2,617 respondents for reaction. As Table 42 shows, a majority in only one of the 19 respondent groups preferred the no-credit alternative, as is the existing practice. Majorities in five other respondent categories (principals interviewed, supervising teachers interviewed, beginning teachers with internship experience interviewed, and two of the three groups of senior education students interviewed) felt that full credit should be awarded for salary grid purposes. In the 13 remaining groups, more respondents selected the alternative between the two polar positions--that partial credit for salary grid purposes be awarded for internship experience. Of course, this would be a different issue were internship to become mandatory.

Length of the Internship

As is evident in Table 43, the majority of respondents in all 19 groups indicated a preference among the five alternatives provided ("quarter year," "half year," "full year," "more than one year" and "other") for a full-year internship. The range of support for this alternative was from 59% to 94%, with 11 of the 19 percentages being above 80%.

Table 41

Preferences about Salary of Interns

Respondents	n	Percentage of Beginning Teacher's Salary That Interns Should Receive				
		25%	50%	75%	100%	No Opinion or Other
Superintendents	108	--	20	78	2	--
Principals						
Questionnaires	475	1	24	72	3	--
Interviews	43	2	14	79	5	--
Supervising Teachers						
Questionnaires	343	2	21	70	7	--
Interviews	72	3	7	82	8	--
Interns						
Questionnaires	328	2	7	85	7	--
Interviews	55	2	2	84	13	--
Beginning Teachers (Former Interns)						
Questionnaires	173	5	11	78	7	--
Interviews	16	--	6	94	--	--
Observation interviews	92	--	9	85	6	--
Beginning Teachers (No Internship)						
Observation interviews	48	--	13	77	8	2
Second-Year Teachers (No Internship)						
Observation interviews	97	1	10	78	7	3
Senior Education Students						
Questionnaires						
U. of Alberta	311	1	9	78	12	--
U. of Calgary	304	2	11	74	13	--
U. of Lethbridge	107	--	3	81	16	--
University Education Faculty						
Questionnaires						
U. of Alberta	64	5	30	59	6	--
U. of Calgary	37	--	31	55	14	--
U. of Lethbridge	18	--	33	67	--	--
Stakeholder Groups						
Interviews	19	--	16	58	--	26

Note. Numbers in the body of this table are expressed in percentages.

Table 42

Preferences about Salary Grid Credit for Internship Experience

Respondents	n	Preferences: None	Partial	Full	No Opinion or Other
Superintendents	108	35	52	13	--
Principals					
Questionnaires	475	22	46	33	--
Interviews	43	14	40	47	--
Supervising Teachers					
Questionnaires	343	16	49	36	--
Interviews	72	8	40	51	--
Interns					
Questionnaires	328	3	57	40	--
Interviews	55	--	53	47	--
Beginning Teachers (Former Interns)					
Questionnaires	173	8	54	37	--
Interviews	16	--	38	63	--
Observation interviews	92	1	51	48	--
Beginning Teachers (No Internship)					
Observation interviews	48	2	65	31	2
Second-Year Teachers (No Internship)					
Observation interviews	97	5	57	33	5
Senior Education Students					
Questionnaires					
U. of Alberta	311	4	49	47	--
U. of Calgary	304	2	45	53	--
U. of Lethbridge	107	2	42	56	--
University Education Faculty					
Questionnaires					
U. of Alberta	64	19	51	30	--
U. of Calgary	37	32	41	27	--
U. of Lethbridge	18	11	67	22	--
Stakeholder Groups					
Interviews	15	53	21	5	16

Note. Body of the table reports percentages of respondents choosing each alternative. The highest figure in each row is underlined.

Table 43

Preferences about Length of Internship

Respondents	n	Percentage of Respondents Selecting Each Alternative				
		Quarter Year	Half Year	Full Year	More Than One Year	No Opinion or Other
Superintendents	108	--	4	94	--	2
Principals						
Questionnaires	475	--	4	93	--	3
Interviews	43	--	7	91	2	--
Supervising Teachers						
Questionnaires	343	2	8	88	--	2
Interviews	72	1	3	94	1	--
Interns						
Questionnaires	328	2	15	79	1	3
Interviews	55	--	18	82	--	--
Beginning Teachers (Former Interns)						
Questionnaires	173	9	25	60	4	2
Interviews	16	--	31	69	--	--
Observation interviews	92	--	7	91	--	2
Beginning Teachers (No Internship)						
Observation interviews	48	--	29	69	--	2
Second-Year Teachers (No Internship)						
Observation interviews	97	4	13	75	--	7
Senior Education Students						
Questionnaires						
U. of Alberta	311	1	13	81	2	3
U. of Calgary	304	6	19	70	2	3
U. of Lethbridge	107	6	27	62	--	5
University Education Faculty						
Questionnaires						
U. of Alberta	64	2	5	89	3	1
U. of Calgary	37	--	5	87	--	8
U. of Lethbridge	18	--	17	78	--	5
Stakeholder Groups						
Interviews	15	--	--	93	--	7

Note. A dash (--) indicates that less than 0.5% or none of the respondents in this group chose that alternative.

Teaching Load

With respect to the intern's teaching load at the beginning of the internship, the distributions in Table 44 reveal mixed support for two ranges, namely 20-39% and 40-59% of the load of full-time teachers. It is noteworthy that the higher of these ranges was chosen by those who are or were personally involved in internships (current interns and beginning teachers who are former interns) and by those who anticipated that the internship program might involve them (senior education students). With the exception of representatives of the stakeholder organizations, those more remotely associated with the internship tended to select the lower range.

There was very high agreement among all respondent groups that the teaching load for interns mid-way through the internship should be between 60% and 79% of that of full-time teachers.

Similarly, there was high agreement that, approaching the end of the internship, interns should have teaching loads at least 80% of those of full-time teachers.

Internship Activities

Tables 45 and 46 summarize responses to the question concerning 15 possible activities in which interns should participate. Table 46 reports generalizations drawn from a review of the columns in Table 45. This indicates that there was very strong support for involvement of interns in six of the 15 activities, strong support for four, moderate support for three, and low support for the other two activities. The six most strongly supported activities were as follows: "Teaching the same class or classes for a period of several months"; "Professional development activities at the system and/or provincial level"; "In-school professional development activities"; "Interviews with parents about progress of students"; "Field trips"; and "Interacting with other teacher interns in formal workshops focusing on the internship." Four other activities also received considerable support: "Observation, analysis and discussion of teaching at

Table 44

Preferences about Teaching Load at Three Stages in the Internship

Respondents	n	Teaching Load as a Percentage of That of Full-Time Teachers		
		At the Beginning of the Internship	About Mid-Way Through the Internship	Approaching the End of the Internship
Superintendents	108	20-39	60-79	80+
Principals				
Questionnaires	475	20-39	60-79	80+
Interviews	43	20-39	60-79	80+
Supervising Teachers				
Questionnaires	343	20-39	60-79	80+
Interviews	72	20-39	60-79	80+
Interns				
Questionnaires	328	40-59	60-79	80+
Interviews	55	40-59	60-79	80+
Beginning Teachers (Former Interns)				
Questionnaires	173	40-59	60-79	80+
Interviews	16	40-59	60-79	80+
Observation interviews	92	40-59	60-79	80+
Beginning Teachers (No Internship)				
Observation interviews	48	20-39	60-79	80+
Second-Year Teachers (No Internship)				
Observation interviews	97	40-59	60-79	80+
Senior Education Students				
Questionnaires				
U. of Alberta	311	40-59	60-79	80+
U. of Calgary	304	40-59	60-79	80+
U. of Lethbridge	107	40-59	60-79	80+
University Education Faculty				
Questionnaires				
U. of Alberta	64	40-59	60-79	80+
U. of Calgary	37	20-39 & 40-59[a]	60-79	80+
U. of Lethbridge	18	20-39	60-79	80+
Stakeholder Groups				
Interviews	15	40-59	60-79	80+

Note. The six alternatives provided were as follows: (a) less than 20%; (b) 20-39%; (c) 40-59%; (d) 60-79%; (e) 80% and over; (f) No guidelines needed. Responses were distributed over several of these categories. Only the most frequently chosen responses are shown in this table.

[a]Equal frequencies for both categories.

Table 45

Extent of Agreement about Activities in Which Interns Should Participate

Respondents	n	Percentage of Respondents Desiring Participation														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Superintendents	108	A	A	A	A	a	a	A	A	A	a	a	a	-	-	A
Principals																
Questionnaires	475	A	A	a	a	A	a	A	A	A	A	a	-	-	-	a
Interviews	43	a	A	A	A	A	a	A	A	A	A	A	a	-	a	A
Supervising Teachers																
Questionnaires	343	a	a	a	a	A	a	A	A	A	A	a	-	-	-	A
Interviews	72	a	a	a	A	A	a	A	A	A	A	A	a	-	a	A
Interns																
Questionnaires	328	a	a	a	a	A	a	A	A	A	A	a	-	-	-	a
Interviews	55	a	a	A	a	A	a	A	A	A	A	A	-	-	-	A
Beginning Teachers (Former Interns)																
Questionnaires	173	a	A	a	A	A	a	A	A	A	A	a	a	-	-	A
Interviews	16	A	A	A	A	A	a	A	A	A	A	A	-	-	-	A
Observation interviews	92	a	a	a	A	A	a	A	A	A	A	A	a	-	-	A
Beginning Teachers (No Internship)																
Observation interviews	48	A	A	a	a	a	a	a	A	A	A	A	a	-	a	A
Second-Year Teachers (No Internship)																
Observation interviews	97	a	A	a	a	a	a	a	a	a	A	A	a	-	-	A
Senior Education Students																
Questionnaires																
U. of Alberta	311	a	a	a	a	a	a	a	a	A	A	a	a	-	-	a
U. of Calgary	304	a	a	a	a	a	a	a	A	A	A	a	a	-	-	a
U. of Lethbridge	107	a	a	a	a	A	-	a	a	A	A	A	a	-	-	a
University Education Faculty																
Questionnaires																
U. of Alberta	64	a	a	a	a	A	-	a	A	a	a	-	-	-	-	A
U. of Calgary	37	a	a	a	-	A	-	a	a	a	a	a	-	-	-	a
U. of Lethbridge	18	A	A	a	-	a	-	A	A	a	a	a	-	-	-	a
Stakeholder Groups																
Interviews	15	A	a	a	-	A	a	a	A	A	a	A	a	-	-	A

Note. A = 80% or more agreed that interns should participate in the activity.
a = 60-79% agreed that interns should participate in the activity.
- = under 60% agreed that interns should participate in the activity.
The numbers 1 to 15 in the heading correspond with the activities listed in Table 46.

Table 46

Combined Respondent Group Summary about Extent of Agreement with Activities in Which Interns Should Participate

Activity	Degree of Support
1. Observation, analysis and discussion of teaching at different grade levels	High
2. Observation, analysis and discussion of teaching in different subject areas	High
3. Teaching at different grade levels	High
4. Teaching in different subject areas	Moderate
5. Teaching the same class or classes for a period of several months	Very High
6. Organization of extra-curricular activities	Moderate
7. Professional development activities at the system and/or provincial level	Very High
8. In-school professional development activities	Very High
9. Interviews with parents about progress of students	Very High
10. Field trips	Very High
11. School committee meetings	High
12. Observation of the work of school administrators, counsellors and support staff	Moderate
13. Assistance in the library or resource room	Low
14. ATA teacher induction activities	Low
15. Interacting with other teacher interns in formal workshops focusing on the internship	Very High

different grade levels"; "Observation, analysis and discussion of teaching in different subject areas"; "Teaching at different grade levels"; and "School committee meetings."

Overall, these respondents favored having provincial guidelines for the internships which would specify at least five of the activities--for which there was very strong support--and perhaps as many as 13 of the 15 activities listed in Table 46--for which there was at least moderate support.

Supervision of Interns

Three alternatives for supervision of interns were provided for the consideration of respondents in this phase of the evaluation. These three alternatives were not mutually exclusive, for an intern could be directly accountable to the principal (alternative 1) and have one (main) supervising teacher (alternative 2) as well as two to four (other) supervising teachers (alternative 3). This may explain the high percentages of support shown in Table 47 for all three alternatives. Most respondents favored having interns directly accountable to principals. The alternative of providing one supervising teacher was favored only slightly more than having two to four supervising teachers.

Feedback to, and Evaluation of, Interns

When asked about the need for provincial guidelines on feedback to, and evaluation of, interns, there was very strong support from all 19 groups of respondents that "provincial guidelines should specify that feedback be provided to interns along with discussion on how to improve performance." This finding is reflected in the data in Table 48. There was also fairly strong support from a majority in all groups for "a standard set of criteria for evaluating interns throughout Alberta."

Table 47

Extent of Agreement about Supervision of Interns

Respondents	n	Percentages of Respondents Agreeing with Each Alternative		
		Intern Directly Accountable to Principal	One Supervising Teacher	Two to Four Supervising Teachers
Superintendents	108	83	50	53
Principals				
Questionnaires	475	90	61	52
Interviews	43	91	51	60
Supervising Teachers				
Questionnaires	343	81	67	50
Interviews	72	85	54	60
Interns				
Questionnaires	328	66	61	58
Interviews	55	60	58	56
Beginning Teachers (Former Interns)				
Questionnaires	173	76	54	52
Interviews	16	69	56	63
Observation interviews	92	76	59	44
Beginning Teachers (No Internship)				
Observation interviews	48	77	58	56
Second-Year Teachers (No Internship)				
Observation interviews	97	69	57	45
Senior Education Students				
Questionnaires				
U. of Alberta	311	61	51	41
U. of Calgary	304	65	47	46
U. of Lethbridge	107	53	45	46
University Education Faculty				
Questionnaires				
U. of Alberta	64	63	56	47
U. of Calgary	37	81	60	49
U. of Lethbridge	18	67	67	33
Stakeholder Groups				
Interviews	15	80	53	33

Note. Five response categories were provided. Percentages shown in the table combine "Strongly agree" and "Agree" responses, and omit neutral and disagree responses.

Table 48

Extent of Agreement about Possible Guidelines on Feedback to, and Evaluation of, Interns

Respondents	n	Percentages Desiring Provincial Guidelines Specification That: Feedback be Provided to Interns along with Discussions on How to Improve Performance	Percentages Desiring Provincial Guidelines Specification That: There be a Standard Set of Criteria for Evaluating Interns throughout Alberta
Superintendents	108	87	51
Principals			
Questionnaires	475	90	60
Interviews	43	88	53
Supervising Teachers			
Questionnaires	343	92	72
Interviews	72	97	82
Interns			
Questionnaires	328	87	73
Interviews	55	93	75
Beginning Teachers (Former Interns)			
Questionnaires	173	91	83
Interviews	16	100	81
Observation interviews	92	92	86
Beginning Teachers (No Internship)			
Observation interviews	48	98	92
Second-Year Teachers (No Internship)			
Observation interviews	97	90	87
Senior Education Students			
Questionnaires			
U. of Alberta	311	87	73
U. of Calgary	304	87	76
U. of Lethbridge	107	85	75
University Education Faculty			
Questionnaires			
U. of Alberta	64	94	73
U. of Calgary	37	95	73
U. of Lethbridge	18	94	72
Stakeholder Groups			
Interviews	16	100	75

Note. Five response alternatives were provided. Percentages shown in the table combine "Strongly agree" and "Agree" responses, and omit neutral and disagree responses.

Involvement in formal evaluation. Respondents were invited to indicate preferences about the extent to which various specified personnel should be involved in formally evaluating interns. Table 49 shows that, on a five-point scale where 1 represents "Not at all" and 5 represents "To a large extent," the average ratings for each of the potential categories of evaluators reveal strong support for the two school-based personnel categories--supervising teachers and, to a lesser extent, in-school administrators. Supervising teachers were rated most highly by 16 of the 19 groups; principals were given priority by the other three groups. No respondent group indicated a desire for more than a moderate amount of involvement by central office supervisors and superintendents (or designates).

Final authority for formal evaluation. The matter of who should have the final authority for formal (written) evaluation of interns brought responses that were similar to those for the preceding questions; greatest support was obtained for the two in-school personnel categories--supervising teachers and principals (or other in-school administrators). The highest percentages of 12 of the 19 groups of respondents listed in Table 50 chose the former; the remaining seven groups chose the latter.

Provincial Guidelines about Supervising Teachers

Qualifications. There was very strong support among all 13 groups listed in Table 51 for provincial guidelines specifying minimum academic qualifications for supervising teachers as well as minimum competency criteria for these teachers. In the former case, the range of those who agreed with such a potential policy was 65% to 92%; in the latter it was 78% to 100%.

Teaching loads. The third potential guideline presented for reaction related to possible reduction in the teaching loads for supervising teachers. There was less than 50% support for such a guideline by eight of the 13 groups, but over 50% for the remaining five

Table 49

Preferences about Extent of Involvement of Personnel in Formal Evaluation of Interns

Respondents	n	Mean Scores on Desired Extent of Involvement: Principal or Other In-school Administrator	Supervising Teachers	Central Office Supervisor(s)	Superintendent (or Designate)
Superintendents	108	4.42	4.25	3.15	2.83
Principals					
Questionnaires	475	4.34	4.50	2.38	2.11
Interviews	43	4.65	4.30	2.51	2.29
Supervising Teachers					
Questionnaires	343	4.12	4.46	2.41	2.11
Interviews	72	4.11	4.48	2.35	2.17
Interns					
Questionnaires	328	3.83	4.61	2.27	2.15
Interviews	55	3.80	4.56	2.62	2.44
Beginning Teachers (Former Interns)					
Questionnaires	173	4.22	4.46	2.72	2.61
Interviews	16	4.56	4.13	2.20	2.56
Observation interviews	92	4.17	4.60	2.50	2.39
Beginning Teachers (No Internship)					
Observation interviews	48	3.77	4.81	2.63	2.67
Second-Year Teachers (No Internship)					
Observation interviews	97	4.01	4.78	2.51	2.28
Senior Education Students					
Questionnaires					
U. of Alberta	311	3.54	4.60	2.52	2.51
U. of Calgary	304	3.65	4.58	2.33	2.12
U. of Lethbridge	107	3.46	4.62	2.54	2.58
University Education Faculty					
Questionnaires					
U. of Alberta	64	3.86	4.78	2.43	2.00
U. of Calgary	37	3.84	4.81	2.32	1.86
U. of Lethbridge	18	4.28	4.67	2.22	2.06
Stakeholder Groups					
Interviews	15	4.31	4.38	2.69	2.25

Note. The scale used was 1 "Not at all" to 5 "To a large extent." Highest mean in each row is underlined.

Table 50

Preferences about Final Authority for Formal Evaluation of Interns

Respondents	n	Percentages of Respondents Selecting Each Category: Principal or Other In-School Administrator	Supervising Teacher	Central Office Supervisor(s)	Superintendent	Other or Combination
Superintendents	108	49	15	12	20	4
Principals						
Questionnaires	475	64	22	5	8	1
Interviews	43	77	9	--	9	5
Supervising Teachers						
Questionnaires	343	48	38	4	7	3
Interviews	72	49	38	3	6	6
Interns						
Questionnaires	328	34	59	2	3	3
Interviews	55	35	56	--	5	4
Beginning Teachers (Former Interns)						
Questionnaires	173	42	49	3	3	3
Interviews	16	50	38	--	13	--
Observation interviews	92	36	57	2	1	4
Beginning Teachers (No Internship)						
Observation interviews	48	15	67	4	6	8
Second-Year Teachers (No Internship)						
Observation interviews	97	29	57	1	3	10
Senior Education Students						
Questionnaires						
U. of Alberta	311	18	65	4	4	9
U. of Calgary	304	19	69	2	1	9
U. of Lethbridge	107	17	63	2	3	15
University Education Faculty						
Questionnaires						
U. of Alberta	64	33	52	--	6	9
U. of Calgary	37	30	49	5	3	13
U. of Lethbridge	18	44	39	6	--	11
Stakeholder Groups						
Interviews	15	27	33	--	20	13

Note. Highest percentage in each row is underlined.

Table 51

Extent of Agreement about Possible Provincial Guidelines Affecting Supervising Teachers

	n	Percentages of Support for Each Alternative				
		1[a]	2	3	4	5
Superintendents	108	65	78	22	48	47
Principals						
Questionnaires	475	72	84	44	73	40
Interviews	43	77	93	40	84	47
Supervising Teachers						
Questionnaires	343	82	90	51	72	44
Interviews	72	81	88	43	83	64
Interns						
Questionnaires	328	72	88	42	68	46
Interviews	55	82	93	42	75	51
Beginning Teachers (Former Interns)						
Questionnaires	173	68	82	44	72	51
Interviews	16	75	100	31	63	31
University Education Faculty						
Questionnaires						
U. of Alberta	64	88	86	64	58	75
U. of Calgary	37	92	95	57	68	84
U. of Lethbridge	18	78	89	61	78	78
Stakeholder Groups						
Interviews	15	79	86	75	79	93

Note. Five response alternatives were provided. Percentages shown in the table combine "Strongly agree" and "Agree" responses, and omit neutral and disagree responses.

[a] 1 = Specification of minimum academic qualifications for supervising teachers
2 = Specification of minimum competency criteria for supervising teachers
3 = Specification that supervisory teachers be given reduced teaching loads
4 = School systems should be responsible for providing supervisory training for supervising teachers
5 = Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers

groups although none exceeded 75% support. Clearly, the respondent groups were divided in their opinions about the desirability of a provincial guideline specifying that supervising teachers be given reduced teaching loads. Noteworthy, incidentally, are the different responses provided by principals and supervising teachers in the questionnaires and the face-to-face interviews: the face-to-face situation was associated with much less support for such a guideline.

Supervisory training. There was general support for a provincial guideline specifying that "school systems should be responsible for providing supervisory training for supervising teachers." This is evident from inspection of the data in the fourth column of Table 51. In only two of the 13 respondent groups were less than half of the respondents opposed to the need for such a guideline.

In relation to the potential guideline that "training in the form of short courses or university classes in supervision and effective teaching should be required for all supervising teachers," the percentages in agreement ranged from 31% to 93%. Although there was strong support for this guideline among the university professors and representatives of stakeholder organizations, there was much less support for it among the other respondent groups.

Selection. In response to a question concerning who should be involved in selecting supervising teachers, principals received by far the highest level of support. On the five-point scale provided (where 1 represented "Not at all" and 5 "To a large extent"), average scores for principals as rated by the 13 groups of respondents listed in Table 52 exceeded 4.5. With the possible exception of the superintendent (or designate), there was very little support for involvement in this activity by the other classes of out-of-school personnel listed (Regional Offices of Education, Alberta Teachers' Association, universities and Alberta School Trustees' Association). In contrast with this finding, moderate ratings were provided for "teachers in the school."

Table 52

Preferences about Extent of Involvement of Individuals or Organizations in Selecting Supervising Teachers

Respondents	n	Mean Scores on Desired Extent of Involvement						
		P	T	Supt	ROE	ATA	Univ	ASTA
Superintendents	108	4.80	2.68	3.94	1.52	1.29	1.43	1.14
Principals								
Questionnaires	475	4.80	3.12	2.66	1.43	1.42	1.44	1.20
Interviews	43	4.93	2.91	2.93	1.48	1.35	1.93	1.16
Supervising Teachers								
Questionnaires	343	4.67	3.04	2.64	1.48	1.52	1.66	1.24
Interviews	72	4.78	3.18	2.90	1.69	1.55	2.27	1.36
Interns								
Questionnaires	328	4.66	3.53	2.81	1.89	2.09	2.00	1.59
Interviews	55	4.58	3.36	2.98	2.04	1.93	1.93	1.48
Beginning Teachers (Former Interns)								
Questionnaires	173	4.67	3.87	3.06	2.12	2.05	2.06	1.63
Interviews	16	4.69	3.50	3.00	1.44	1.50	2.63	1.44
University Education Faculty								
Questionnaires								
U. of Alberta	64	4.60	3.79	2.85	1.71	2.10	2.40	1.43
U. of Calgary	37	4.51	3.27	2.65	2.14	2.32	2.81	1.38
U. of Lethbridge	18	4.88	4.12	2.71	1.50	2.00	2.82	1.24
Stakeholder Groups								
Interviews	15	4.64	3.36	2.93	2.43	2.21	1.57	1.29

Note. The scale used was 1 "Not at all" to 5 "To a large extent." Highest mean in each row is underlined. The groups are identified by these abbreviations:

P = Principal
T = Teachers in the school
Supt = Superintendent (or designate)
ROE = Alberta Regional Offices of Education
ATA = Alberta Teachers' Association
Univ = Universities
ASTA = Alberta School Trustees' Association.

Overall Rating of the Internship Program

The 2,613 respondents from 19 groups were asked to rate the Alberta internship program as a means of facilitating the transition from student to professional teacher; a ten-point scale was provided. The mean scores are presented in Table 53. The lowest average was 4.5 and the highest 9.1. Clearly, perceptions about the value of the current internship program varied substantially, with the most positive reports coming from those who were involved in it either as interns (means = 7.9 and 8.1), former interns (means = 8.0, 8.1 and 8.6), supervising teachers (means = 8.5 and 9.0), principals (means = 8.7 and 9.1) or superintendents (mean = 8.0). Beginning teachers with no internship experience (mean = 5.5), second year teachers with no internship experience (mean = 6.5) and senior education students (means = 6.6, 6.9 and 4.5) were much less positive about the internship program's capacity to fulfil this transitional role.

Noteworthy also are the low ratings provided by the University of Lethbridge students and faculty in comparison with students and faculty at the other two universities. This apparent feeling among Lethbridge students and faculty that there is less need for the current Alberta internship program may be associated with that University's use of a B.Ed. practicum program that is substantially longer than those at the other two universities.

Changes from the First to the Second Year of the Internship Program

As anticipated, the internship program tended to operate more efficiently and effectively in the second year than in the first year. This could be attributed, in part, to more experience and greater awareness in the second year and, in part, to the greater "lead time" in 1986-87 as compared with the very short time in 1985-86 between announcement of the Initiation to Teaching Project on April 22, 1985 and its implementation in September 1985. Although some uncertainties and difficulties persisted, members of the review team

Table 53

Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher

Respondents	n	Average Rating[a]
Superintendents	108	8.0
Principals		
Questionnaires	475	8.7
Interviews	43	9.1
Supervising Teachers		
Questionnaires	343	8.5
Interviews	72	9.0
Interns		
Questionnaires	328	7.9
Interviews	55	8.1
Beginning Teachers (Former Interns)		
Questionnaires	173	8.0
Interviews	16	8.1
Observation interviews	92	8.6
Beginning Teachers (No Internship)		
Observation interviews	48	5.5
Second-Year Teachers (No Internship)		
Observation interviews	97	6.5
Senior Education Students		
Questionnaires		
U. of Alberta	311	6.6
U. of Calgary	304	6.9
U. of Lethbridge	107	4.5
University Education Faculty		
Questionnaires		
U. of Alberta	64	8.0
U. of Calgary	37	8.0
U. of Lethbridge	18	6.3
Stakeholder Groups		
Interviews	15	8.6

[a] A ten-point scale extending from 1 "No value" to 10 "Highly valuable" was used.

noticed a general improvement in operation of the internship program during their in-school visits in the second year.

In both years, principals were asked the same question concerning the extent of their disagreement or agreement with 20 aspects of implementation of the program. The means, based upon the scale ranging from 1 "Strongly disagree" to 5 "Strongly agree," were quite similar for most aspects in the two years. However, on three important aspects the second-year means were higher: knowledge of Alberta Education's criteria for selecting interns (3.82 in 1986-87 vs. 3.57 in 1985-86), adequacy of information provided to the school about the program (4.36 vs. 3.91), and adequacy of training for supervising teachers (3.30 vs. 2.88). The supervising teachers were also asked to identify their disagreement or agreement with several items; changes from 1985-86 to 1986-87 were in a positive direction for both in-service opportunities for interns (4.14 in 1986-87 vs. 3.96 in 1985-86) and improvement in supervisory skills of supervising teachers (3.73 vs. 3.46).

Twenty-three of the 121 superintendents who responded to the survey in 1986-87 pointed out that they had made some changes in their assignments of interns in the second year; these included clarifying the interns' responsibilities, providing wider-ranging responsibilities or more orderly progression of responsibilities, providing for more input from interns, and eliminating "negative experiences." Sixteen superintendents also stated that they had made changes in the supervision of interns, primarily by increasing the amount of supervision and/or by involving specific persons in the supervision process. Twelve superintendents said that changes had been made to provide support for supervising teachers. Most superintendents expressed the opinion that additional in-service education would be provided for supervising teachers. A few mentioned that fewer supervising teachers would be assigned to each intern during the second year.

Another aspect of the comparison of responses between the two years was the assessment of overall value of the internship program. Although the questions inviting respondents to make this assessment differed to some degree in the two years, the comparisons are worth

reporting. The major differences in wording related to having stakeholders and superintendents assess in 1985-86 both the professional development aspects and the administrative and policy aspects. In general, as the data in Table 54 show, the mean assessments increased notably in the second year, with the only decrease being from 8.1 to 7.9 on interns' questionnaires.

In summary, the information presented above supports the impressions of the research team that the second year of the internship program showed operational improvements over the first year and that more positive attitudes about the internships were evident in 1986-87.

Satisfaction of Interns and Beginning Teachers

Recent studies on the initial year of teaching have revealed that this is a critical period in the teacher's development and that it is frequently a period of difficult transition for the neophyte. The research reveals that, for most teachers, the experiences of the first year are traumatic but that the majority emerge from it with a sense of efficacy, confidence and growing awareness of their teaching skills. Others, however, are left with feelings of defeat, depression and constraint. Beginning teachers, having lost the direct support of their pre-service preparation institutions, have traditionally been left on their own to cope with this year of entry into their chosen profession.

The historical pattern of induction into teaching as a career has been described in a number of ways, not all of these complimentary. Such images as the "Robinson Crusoe model" and the "breaking of horses model" clearly reflect the discontinuous and potentially harmful transition year to which beginning teachers are exposed and from which they are expected to emerge with the skill, competence and confidence of professional teachers.

Recognition of this problem is one of the reasons for sweeping changes in programs of induction for beginning teachers. The internship in teaching is directed toward overcoming the negative aspects of the traditional first-year teaching model. One question

Table 54

Means of Value Assigned to Internship Program
in 1985-86 and 1986-87

Respondent Group	1985-86	1986-87
Stakeholders		
Professional development aspects	7.9	--
Administrative/policy aspects	6.1	--
Transition aspect	--	8.6
Superintendents		
Professional development aspects	7.9	--
Administrative/policy aspects	6.9	--
Transition aspect	--	8.0
Principals		
Questionnaires	8.5	8.7
Interviews	8.4	9.1
Supervising Teachers		
Questionnaires	8.3	8.5
Interviews	7.6	9.0
Interns		
Questionnaires	8.1	7.9
Interviews	7.5	8.1
Professors	7.1	7.7
Education Students	5.7	6.5

Note. The scales used were 1 "No value" or "Poor" to 10 "Highly valuable" or "Excellent."

addressed by the research team was whether or not first-year experiences were viewed differently by interns than by beginning teachers who had had no internship experience. Information about this question was obtained by examining the degrees of satisfaction of these two groups on each of 17 variables associated with their position as interns or as beginning teachers. If the internship were to reduce the trauma typically experienced in the initial year of teaching, this would be evidenced in greater satisfaction of interns with the satisfaction items which focus on various features of their position and responsibilities. As mentioned in Chapter 2, the 1985-86 interns tended to have higher satisfaction scores on 16 of the 17 satisfaction scale items.

The data collected during 1986-87 provided some additional insights concerning the satisfaction of interns with aspects of their position and responsibilities. The satisfaction levels of the 1985-86 interns and 1986-87 interns are presented in Table 55. The 1986-87 cohort of interns found their internship year to be about as satisfying as did the 1985-86 group, with the exception of two aspects. On "variety of teaching opportunities" and "overall growth in teaching performance" the 1985-86 interns were significantly more satisfied than were the 1986-87 interns. This may be partly a consequence of the reduced flexibility in the internship program during the second year, when revised and better publicized provincial guidelines were used. However, in spite of this slight difference, the two cohorts of interns expressed similar levels of satisfaction with various aspects of their position and responsibilities. Noteworthy are the generally high levels of satisfaction on all but one item (salary) and the considerably higher levels on many of these items for the intern groups in both years than was the case for the 1985-86 beginning teachers.

These findings lend support to the proposition that the internship year is a less traumatic entry year than is regular first-year teaching. The interns expressed a high degree of satisfaction with the majority of features of their program.

Table 55

Comparison of Satisfaction Levels of 1985-86 Interns and 1986-87 Interns

Program Feature	Satisfaction Levels: 1985-86 Interns (n = 337) Mean	Satisfaction Levels: 1986-87 Interns (n = 328) Mean	Probability (t-test)
1. Assignment to this particular school	4.50	4.58	NS
2. Supervisory assistance provided by administrators	3.99	4.08	NS
3. Supervisory assistance provided by teacher(s)	4.21	4.19	NS
4. Orientation to the community	3.75	3.63	NS
5. Orientation to the school	4.11	4.18	NS
6. Orientation to the classroom	4.23	4.24	NS
7. Orientation to courses taught	3.95	3.83	NS
8. Opportunities for observation	3.94	3.94	NS
9. Variety of teaching opportunities	<u>4.46</u>	4.28	.05
10. Professional development opportunities	4.33	4.34	NS
11. Evaluation of your progress by others	3.80	3.68	NS
12. Your relationship with teachers	4.61	4.59	NS
13. Your relationship with support staff	4.56	4.54	NS
14. Non-teaching tasks assigned	4.12	4.17	NS
15. Salary	2.24	2.28	NS
16. Extracurricular tasks assigned	4.06	4.08	NS
17. Overall growth in your teaching performance	<u>4.50</u>	4.34	.05

Note. The scale ranged from 1 "Very dissatisfied" to 5 "Very satisfied." The underlined means indicate statistically significant higher levels of satisfaction. NS indicates the differences between the two means was not statistically significant at the .05 level.

Summary

The following statements summarize the findings from the analyses of data collected during the second year of the evaluation study of the Alberta Initiation to Teaching Project.

1. *Continuation of the internship program.* There was a clear preference by all 19 categories of respondents that the program of optional post-B.Ed. internship in Alberta should be continued. The second most preferred alternative, also supported by a majority of respondents, favored compulsory internship, either following initial teacher preparation at university or as part of the university's teacher preparation program. Senior education students and beginning teachers who had not served as interns were much more inclined than the other respondent groups to favor the optional rather than the compulsory form of internship.

2. *Development of internship policy and guidelines.* There was clear support for all five categories of organizations proposed--Alberta Education, the school systems, the Alberta Teachers' Association, the universities, and the Alberta School Trustees' Association (in approximately that order of preference)--having some involvement in developing internship policy and guidelines, and for Alberta Education having major responsibility in this area.

3. *Administration of the internship program.* There was a very strong desire among all respondent groups for the "major responsibility" for day-to-day administration of the internship program to reside with school systems, and for Alberta Education, the Alberta Teachers' Association and the universities to exercise "some involvement" in this task.

4. *Supervision of beginning teachers.* Moderately strong support was expressed for assignment of beginning teachers to highly competent supervisors. There was

about equal support for, and opposition to, reducing the teaching loads of beginning teachers.

5. *Permanent certification.* Respondents strongly supported the proposal that permanent certification be granted following satisfactory completion of internship and one year of satisfactory teaching.

6. *Salary of interns.* Strong support was advanced for a salary for interns of 75% of the salary of beginning teachers (rather than 50% or 100%) and for award of at least partial credit for internship experience on the salary grid for teachers.

7. *Length of the internship.* The respondents clearly favored an internship of one year in length.

8. *Teaching load.* According to the respondents in this study, interns should assume approximately half of the teaching load of a full-time teacher at the beginning of their internships, about two-thirds to three-quarters mid-way through the internships, and a full teaching load when approaching the end of the internships.

9. *Internship activities.* From a list of 15 possible internship activities, respondents expressed very strong support for including five in provincial guidelines and strong support for a further four activities. Most strongly supported were the following: (a) "teaching the same class or classes for a period of several months," (b) "professional development activities at the system and/or provincial level," (c) "in-school professional development activities," (d) "interviews with parents about progress of students," and (e) "interacting with other interns in formal workshops focusing on the internship."

10. *Accountability of interns.* Respondents considered that interns should be directly accountable to principals. There was equivalent support for one supervising teacher and for two to four supervising teachers for each intern.

11. *Feedback and evaluation.* There was very strong support for the development of provincial guidelines specifying (a) "that feedback be provided to interns along with discussions on how to improve performance" and (b) that standard criteria be used for evaluating interns throughout Alberta.

12. *Formal evaluation of interns.* There was very strong support for supervising teachers performing formal evaluations of interns, and strong support for principals fulfilling this role. Similarly, there was very strong support for supervising teachers being the final authority for formal (written) evaluations of interns and strong support for principals being the final authority.

13. *Qualifications of supervising teachers.* Respondents very strongly supported the development of provincial guidelines specifying minimum competency criteria for supervising teachers, and they strongly supported guidelines specifying minimum academic qualifications for supervising teachers.

14. *Supervisory training for supervising teachers.* There was generally strong support for provincial guidelines requiring that "school systems should be responsible for providing supervisory training for supervising teachers," and strong support in some circles but only moderate support in others that provincial guidelines specify that "training in the form of short courses or university classes in supervision and effective teaching should be required for all supervising teachers."

15. *Teaching loads of supervising teachers.* There was divided opinion about reducing supervising teachers' teaching loads in compensation for their assumption of responsibility for supervision of interns.

16. *Selection of supervising teachers.* The respondents strongly supported involvement of principals in the selection of supervising teachers. There was very

little support for out-of-school administrative and supervisory personnel being involved in this process.

17. *Overall value of the internship.* Individuals directly involved in the internship program as interns, former interns, supervising teachers, principals or superintendents assigned very high ratings to the Alberta internship program as a means of facilitating the transition from student to professional teacher. These average ratings ranged from 7.9 to 9.1 on a ten-point scale. Other respondents, such as beginning teachers and second-year teachers with no internship experience, and faculty of education senior students, were much less convinced about the capacity of the program to fulfil this role; their average ratings ranged from 4.5 to 6.9 on the 10-point scale. Faculty members and senior students at the University of Lethbridge (which has a longer practicum as part of its B.Ed. program) were also much less favorably disposed in this respect than were their counterparts at the other two universities (where the practicum is shorter).

In addition, certain changes occurred between the first and second years of the internship program. The principals were more aware of the program's procedures and purposes, whereas the supervising teachers reported improvements in some aspects of their work and that of the interns. Several superintendents, although by no means a majority, had clarified and increased interns' responsibilities, eliminated some of the negative experiences, provided for more input from interns, improved the supervisory practices, and introduced more in-service education for supervising teachers. In general, an overall improvement in operation of the program occurred; this conclusion was supported by observations made by members of the research team when they were in the schools.

Finally, the differences in satisfaction levels concerning various aspects of the initial year as teacher or intern revealed that, with the exception of salary, interns were more satisfied than were their beginning teacher colleagues and, on the whole, beginning teachers with internship experience expressed higher levels of satisfaction with various aspects associated with their position than did the neophyte beginning teachers.

Chapter 6

FUTURE OF THE INTERNSHIP IN TEACHING

The purposes, methodology, findings and conclusions of the evaluation of Alberta's Initiation to Teaching Project are summarized in this chapter. These are followed by specific recommendations and associated comments.

Purposes of the Evaluation

The terms of reference for the evaluation of Alberta's two-year Initiation to Teaching Project called for the project to be assessed during each year of its implementation. Two foci were prescribed for the evaluation: (a) the project *outcomes* or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (b) the *components* which comprise the project, or the means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

The two primary purposes for evaluating the project were (a) to evaluate the project summatively, that is "to contribute to the information required for a decision to discontinue the project or to assign it program status on the same basis or in modified form," by attending to project outcomes; and (b) to evaluate the project formatively, that is, "to provide one basis for decisions to modify and improve specific components of the project" during each of the two years of the project, particularly during the first year.

Four questions relating to each major purpose of the Initiation to Teaching Project were to be answered. These questions concerned, first, identifying *intentions* for the project and recording *observations* of project activities, in order to provide descriptive information about the internship program; and, second, assessing the *appropriateness* of various elements of the project and determining their *effectiveness* in achieving the intentions, in order to provide judgemental information.

As originally formulated, the Initiation to Teaching Project was designed "to help graduates of approved teacher education programs make the transition from student to professional teacher." Five specific purposes were outlined for the project:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of the internship program as a means of improving teaching competence; and
5. further development of the professional skills of supervising teachers.

In addition, it was recognized at the outset that the $28,000,000 investment in this two-year project by two government departments and participating school jurisdictions would provide employment each year for up to 900 prospective Alberta teachers who otherwise might have been either unemployed or employed outside the field of teaching.

Information on the degree of achievement of each of these purposes is provided in summary form in this final chapter.

Research Methodology

The 1985-86 and 1986-87 evaluation phases used a variety of research methodologies, incorporating both qualitative and quantitative research strategies. The evaluation was a cooperative venture involving professors from the three Alberta universities which grant degrees in education. Classroom observations, semi-structured interviews, questionnaires and a review of relevant documents and related literature were employed in the various components of the study. In all, about 6,000 individuals provided evaluative information over the two years of the study. These evaluation activities resulted in interim reports which have been compiled in *Evaluation of the Initiation to Teaching Project: Technical Report, Volumes 1 and 2.*

Summary of Findings

The statements which follow summarize the findings from the analyses of the data collected during the two years of the Initiation to Teaching Project. These findings are taken primarily from Chapters 3, 4 and 5 of this report.

Findings from the First Year of the Evaluation

In the first year of the evaluation, information and opinions about the Initiation to Teaching Project were collected by means of interviews, questionnaires and direct observation of classroom performance. The findings from the interview and questionnaire data collected from representatives of major educational groups (elsewhere referred to as "stakeholders"), superintendents, principals, supervising teachers, interns, beginning teachers, professors and senior students in teacher preparation programs at three Alberta universities are presented in this section.

1. *Perceived reasons for introducing the Initiation to Teaching Project.* In the first year of the evaluation, representatives of major educational

organizations, principals and supervising teachers were asked to identify what they believed to be the reasons behind the introduction of the internship program in Alberta. The main reason put forward was to reduce unemployment and underemployment among teachers, which would thereby diminish discouragement and "save a cohort of teachers." Other reasons frequently mentioned included gaining political credit, restoring accountability to the teaching profession, producing better teachers, providing new teachers with a variety of experiences, and facilitating the transition from university student to competent teacher.

2. *Agreement with the stated purposes of the ITP.* In the 1985-86 evaluation, representatives of major educational organizations, superintendents, principals, supervising teachers, interns, professors and senior education students were asked to state the extent of their agreement with four of the five stated purposes of the internship program. In many respects, this entire study, and particularly the classroom observation component, was heavily focused on the fifth purpose: "assessment of the effectiveness of the internship as a means of improving teaching competence." For this reason the fifth purpose is not addressed here.

In general, representatives of major educational organizations, superintendents, principals of schools with interns, and supervising teachers were in strong agreement with the other four stated purposes of the Initiation to Teaching Project, namely, that the internship should provide for refinement of teaching skills of interns, development of professional relationships by interns, assessment of interns' suitability for placement, and further development of the professional skills of supervising teachers. Interns were in strong agreement with the first three of these stated purposes but expressed only moderate agreement with the fourth. Professors and senior education students agreed strongly with the first and moderately strongly with the second stated intent. Professors also agreed moderately with the third and fourth purposes, whereas senior education students were quite uncertain about these two purposes.

Reactions by superintendents concerning whether the internship program had achieved its stated purposes disclosed that refinement of interns' teaching skills was most effectively fulfilled, that assessment of the interns' suitability for placement was substantially achieved, that the development of professional relationships by interns was achieved to a lesser degree, and that the purpose concerning the development of professional skills of supervising teachers was least effectively met.

3. *Positive features of the internship program.* Representatives of major educational organizations, in-school staff members, professors and senior education students were asked in the 1985-86 evaluation to identify what they considered to be the most positive features of the internship program. The program was seen as having benefits relating to present and future employme[illegible] assessment of interns for placement, assistance in mak[illegible] career decisions, and provision of a preferable alternative to unemployment and substitute teaching.

A second set of benefits related to improving the interns' competence as teachers. For example, it was thought to offer a variety of experiences, to provide for a gradual transition with "back-up" support, to enable the interns to become familiar with curricula and teaching materials, to provide opportunities to learn about teaching from experts, and to aid the interns in assessing personal strengths and weaknesses before assuming full-time teaching positions.

The third set of benefits related to schools and students. For example, the program was seen to provide additional educators in the schools, thereby increasing flexibility for various activities involving staff; it stimulated schools to evaluate their operations, facilitating team teaching and other team projects; and, by bringing in the special expertise of interns, the program offered extra enrichment to the students.

The fourth set of benefits related to supervising teachers: the program caused them to be reflective about their own practices; it provided them with preparation time; it exposed them to new ideas and techniques; and it

provided the intrinsic rewards that are associated with assisting new teachers to become more competent.

4. *Shortcomings of the internship program.* The respondents identified in point 3 were also asked in 1985-86 to identify program weaknesses. Those most commonly mentioned were the misassignment of interns, the lack of clarity about the roles of both interns and supervising teachers, the insufficient lead time and planning prior to the introduction of the internship program, the inadequacy of the salary paid to interns, the failure to award credit for internship on the salary grid for teachers, the lack of credit for the internship toward teacher certification requirements, the need for better training of supervising teachers, the unclear linkage between internship and future employment, the ambiguous status of interns compared with that of regular teachers, and the absence of clearly specified procedures for supervising and evaluating interns.

5. *Effects of the internship program.* Following the 1985-86 year of the internship program, superintendents of school jurisdictions were asked to indicate the effects of the program. The effects were seen as being primarily positive for students in the schools, for school-based personnel, and for parents and the community as a whole. The effects were seen as being either mixed or neutral for superintendents, deputy superintendents and other central office personnel. The effects were also seen as being either mixed or inconsequential in relation to the matter of allocating resources.

6. *Major suggestions for improvement.* All respondents in the 1985-86 evaluation phase were asked to suggest means for improving the internship program. The suggestions for improvement related primarily to the negative features identified. The following were the most frequently stated suggestions:

a. Select supervising teachers more carefully and provide better in-service education for them.

b. Prepare more specific guidelines concerning the

role of interns, the role of supervising teachers and the placement and activities of interns.

c. Monitor more extensively the activities of interns and provide clearer guidelines for their evaluation.

d. Increase the salary of interns and provide living allowances for those in remote areas.

e. Allow certification and salary grid credit for internship experience.

f. Examine the role that universities could play in the internship program.

7. *Post-internship examination.* The matter of an examination following the internship, such as is associated with entry to other professions, was raised with superintendents, and samples of principals, supervising teachers, interns, beginning teachers and professors of education. In general respondent groups were not in favor of such an examination.

8. *Compulsory internship.* The question of compulsory internship was raised with all respondent groups in 1985-86. Compulsory internship for beginning teachers was favored by large majorities of principals and representatives of major educational organizations, and by about half of the supervising teachers, interns and professors of education. However, the beginning teachers and senior education students who supported this strategy were in the minority.

9. *Length of internship.* In the 1985-86 evaluation there was, among those who supported a compulsory approach to internship, strong support for a full year of internship. This was true for representatives of the major educational organizations, principals, supervising teachers, interns and education professors.

10. *Permanent certification.* Only two groups--samples of principals and supervising teachers--were asked during the course of the 1985-86 evaluation interviews to comment on whether permanent teaching certification should follow successful completion of the internship year. A large majority of principals and a somewhat smaller majority of supervising teachers disagreed with this alternative course of action.

11. *Overall ratings of the internship program.* In the first year of operation, overall ratings for the internship program (on a ten-point scale where 1 was "Poor" and 10 was "Excellent") typically ranged from 7.5 to 8.5 for the various groups of interns, supervising teachers and principals--although the professors' rating was 7.1 and the senior education students' rating was 5.7. Representatives of the major educational organizations and superintendents rated the "administrative and policy aspects" of the program 6.1 and 6.9, whereas their ratings on the "professional development aspects" were both 7.9.

Recommendations Made at the End of the First Year of the Evaluation

Based on the general findings from the first year, and in keeping with the formative purposes of the first year of evaluation, 17 recommendations were made for changing either the practices or the provincial guidelines for the internship program. These were presented for consideration by the Initiation to Teaching Project's Director and Steering Committee. Each of these recommended modifications is stated below in italics, followed by a brief statement of the action(s) taken by Alberta Education in response to the recommendation. The Director of the project was the primary source of information concerning ensuing action.

1. The majority of respondents were very positive about the Initiation to Teaching Project. Many interns were provided with quality experiences, thereby fulfilling the expectations associated with a professional induction program. In some schools,

however, interns were treated as an extra resource to be shared among many staff members or to help ease the load for teachers. In these schools, which were admittedly in the minority, provincial guidelines concerning placement, assignment, supervision and/or evaluation of interns were not being followed. As a result, at the end of the first year, the researchers recommended:

> *The provincial program should be more closely monitored in order to ensure that the internship project provides quality experiences for all interns.*

Subsequently, the Director of the Initiation to Teaching Project advised that Alberta Education had monitored the Initiation to Teaching Project more closely in the second year and that, in the case of perceived infractions, a closer liaison had been maintained between the Director of the Initiation to Teaching Project and the Alberta Teachers' Association. However, as in the first year, monitoring by Alberta's Regional Offices of Education was limited to a 10% sample (90) of the interns.

2. Although provincial guidelines implied that there should be a gradual transition to and immersion in teaching, this did not always occur. Some interns were assigned teaching responsibilities equivalent to a full teaching load at the beginning of the year or very early in the year. Some were assigned almost no teaching for extended periods of time. The researchers therefore recommended:

> *The provincial guidelines should clearly indicate that the main purpose of the internship is to provide a gradual transition from the role of initiate to that of full professional.*

In response, Alberta Education re-emphasized the transitional function of the Initiation to Teaching Project in the provincial guidelines by specifying a teaching load of "30-40% of a normal teaching assignment near the beginning of the year progressing to 80-90% of a normal teaching assignment near the end of the year."

3. The roles of intern and supervising teacher were found to be vaguely defined, resulting in a diversity of practices and sometimes a "political tug-of-war" between interns and supervising teachers. There were no brochures or other publications available for school- and system-based personnel to consult about these roles. The researchers recommended:

> *The guidelines should be revised and made more specific in light of the first year's experience, and attractive brochures outlining the roles of interns and supervising teachers, in particular, should be prepared for use by principals, supervising teachers, interns and others.*

Alberta Education subsequently distributed brochures which included more specific guidelines on the intern's role and the supervising teacher's role. The *Initiation to Teaching Project Information Bulletin* elaborated on what interns could and should be doing and, to a lesser extent, on the role of supervisors. In addition, an advisory bulletin, *Intern Teachers: Our School Has One!* was prepared for distribution through the schools.

4. Although some principals and supervising teachers were well prepared to assume their new roles relating to the interns in their schools, the majority were not. Many had had some experience in supervising student teachers, but this was not considered to be a sufficient background for supervising interns. The researchers recommended:

> *Workshops for principals and supervising teachers should be provided before the school year begins and early in the school year, to equip them for their roles in the program; also, additional seminars during the year would be helpful in providing for an exchange of information and for refinement of supervisory skills.*

No specific supervisory in-service experiences were developed by Alberta Education, although some general in-service sessions on the Initiation to Teaching Project were conducted during the year in various school

jurisdictions and at teachers' conventions. Primary responsibility for such workshops and seminars remained with individual jurisdictions. A change was, however, made in the project guidelines which indicated that supervising teachers were required to hold a degree, have a minimum of three years of teaching experience and possess a permanent teaching certificate.

5. Many interns were hired and placed well after the beginning of the 1985-1986 school year. This was understandable in view of the short lead time for the project. However, these interns missed the fall orientation programs provided in a number of schools and jurisdictions and they also missed the schools' opening activities. The research team's recommendation was:

> *Interns should be placed early--ideally, before the beginning of the school term--and each intern should participate in a school orientation program.*

Because placement and orientation of interns remained the responsibility of each jurisdiction, Alberta Education took no action on this recommendation. Consequently, as in the previous year, many interns were hired after schools opened in September 1986. Information provided by the Project Director revealed that, in 1985-86, 513 of the 899 interns completed full ten-month internships, 295 served as interns for five months or more but less than the full school year, and the remainder, 91, served for less than five months.

Corresponding figures for 1986-87, provided on June 9, 1987, were 665 for the full ten months, 178 for at least five but less than ten months, and 49 serving for less than five months, making a total of 892. Based on the assumption that those employed as interns on that date would remain in these positions until the end of June, this represented an increase in the percentage of interns who completed a full year of internship from 54% in 1985-86 to just over 74% in 1986-87.

6. In some schools interns were assigned to work with, perhaps, too many teachers. In other schools they were assigned to and worked with only one supervising

teacher each; other teachers and other resources were not always made available. The researchers recommended:

> *All principals should be informed of the need to ensure that every intern is exposed to more than one supervising teacher, although one supervising teacher might hold the prime responsibility for directing the internship.*

A guideline revision was included encouraging school jurisdictions to allow interns to have opportunities to work with outstanding teachers. In general, interns were encouraged to work with a number of teachers. A statement to this effect was also published in an issue of the *Initiation to Teaching Project Information Bulletin*. Even so, interns in the second year of the project expressed less satisfaction--not more--with the variety of experiences offered.

7. Great differences in the nature and frequency of feedback provided to interns were evident in 1985-86. In some instances, feedback was provided by only one person; in other instances, it was provided by many. The criteria for evaluating performance and the degree of formality differed. There was no uniform set of "exit evaluation" standards. The researchers recommended the following:

> *Each intern should be provided with frequent feedback on work accomplished; this feedback should begin early in the year and continue throughout the year. The individual who is best situated to provide such frequent feedback is the supervising teacher. Feedback should be provided about skills of instruction, skills of classroom management, communication skills, knowledge of content, relationships with students, ability to motivate students, skills of evaluation (including self-evaluation) and growth in self-confidence. In addition, the researchers recommended that three or four formal visits should be made and a formal report provided by someone holding an administrative or supervisory role in the school or jurisdiction.*

This issue was already addressed in a very general way in the 1985-86 *Initiation to Teaching Project Guidelines*. For example, the guidelines placed responsibility for the monitoring and evaluation of interns with the school jurisdictions, private schools and private ECS operators and they called for "guidance and supervision by certified teachers, selected by the principal subject to approval by the superintendent." Specific areas for feedback to interns were indicated in the 1985-86 guidelines and these were extended in 1986-87 to include classroom management, preparation of lessons and motivation of students.

8. Participation by interns in planned in-service experiences differed greatly in terms of the number and nature of such activities. In some cases, the types of in-service activities provided depended on what was available. For example, in small jurisdictions these activities typically were conferences; an intern might attend the annual conference of an ATA specialist council. Some jurisdictions provided their interns with regular workshops on effective teaching strategies, but these jurisdictions were not in the majority. The researchers recommended:

> *The larger school jurisdictions should be encouraged to develop quality workshops on effective teaching for interns and their supervisors, and Alberta Education should consider providing "workshops on call" for the smaller jurisdictions and private schools.*

To a great extent, the larger school jurisdictions were already sponsoring workshops directed specifically at the needs of interns. Such workshops remained a responsibility of the jurisdictions. No further action was taken by Alberta Education except to sponsor general in-service sessions on the Initiation to Teaching Project as described under point 4.

9. Some interns worked at many grade levels and in several subject fields, whereas others were confined primarily to one or two subject fields and often to a single classroom. The researchers recommended:

Each school should require participation by the intern in a variety of profession-related experiences including work at several grade levels and in a number of subject areas.

The need for a diversity of experiences was reiterated in the *Initiation to Teaching Project Information Bulletin* with the statement that the school program should include "a full range of teaching experiences relative to the interests and abilities of individual interns." However, no change was made in the guidelines.

10. The degree to which interns were allowed to take total charge of classes varied greatly. Some were teaching full-time without other teachers being in their classes for most or, in a small number of instances, virtually all of the time; in other cases, the supervising teachers were almost always present and the interns were never completely in charge of classes. The researchers recommended:

The intern should be put in charge of a class for about one-third of the time at the beginning of the year, and the teaching responsibility should be gradually increased to the load of full-time teachers for periods during the year although, even in the last half of the year, the average teaching load should remain about two-thirds of that of full-time teachers.

As stated under point 2, the guidelines for the Initiation to Teaching Project were rewritten to emphasize 30-40% of a normal teaching assignment near the beginning of the year to 80-90% near the end. This change was also published in a subsequent issue of the *Information Bulletin*.

11. The length of internship differed from intern to intern. In some cases internships lasted a full ten months and in others only a few weeks. It was recognized that interns differed in their readiness to assume full-time teaching responsibilities at any given time during the year, and that the need for a teacher or

teachers during the course of the school year differed in the various employing school jurisdictions. Nevertheless, the advantages of an internship lasting a full school year were generally recognized. The researchers recommended:

> *The length of each internship should be the full ten-month school year.*

No action could be taken on this matter during the pilot stage of the project. Provisions for hiring interns continued during the year, not just in early September, and many interns who were offered full-time teaching positions resigned from their internship positions in order to accept such offers. Nevertheless, as mentioned under point 5, it was interesting that approximately 74% of interns completed full-year internships in 1986-87 whereas the corresponding figure for 1985-86 was 54%.

12. Interns were treated in a variety of ways in the schools, sometimes as fully certificated members of staff and occasionally as no more than student teachers. In some cases, interns did not have regular locations to do their work or places to store books and other belongings. The researchers recommended:

> *The provincial guidelines for the Initiation to Teaching Project should specify the need for interns to have places of their own, similar to those provided for other teachers in the school.*

No action was taken on this recommendation.

13. Some dissatisfaction was expressed about three matters in particular: (a) the pay differences between interns and beginning teachers, (b) the fact that the experience as an intern did not carry credit on the salary grid and (c) the regulation that time as an intern did not count as part of the two-year probationary period for permanent teaching certification in Alberta. A review of practices in other professions revealed pay differences between interns and beginning professionals, but full certification usually followed a successful internship experience. The researchers recommended:

> *A pay differential between interns and beginning teachers should be maintained; the experience as an intern should not be credited as teaching experience for salary purposes; but successful performance as an intern should be credited toward the requirements associated with permanent certification.*

Although the Steering Committee deliberated at length on these issues, no action was taken during the pilot stage of the Initiation to Teaching Project. (After the second year's evaluation, based on widely held opinion, the research team changed this recommendation with respect to credit for internship on the salary grid for teachers.)

14. Some jurisdictions which were desirous of engaging interns were unable to attract applicants. The question arose as to whether or not all jurisdictions, including private schools, should be permitted to hire interns. It was noted that, in the field of medicine, not all hospitals are approved for medical internships. A second question concerned a possible need to provide special financial allowances for interns who were willing to accept assignments with employing jurisdictions where living costs were high. The researchers recommended:

> *The quality of the supervision and professional development activities available for interns should be the determining factors in deciding which jurisdictions are permitted to hire and place interns, and cost-of-living allowances should be made available and transportation expenses covered for interns hired for employment in jurisdictions located in the more remote areas of the province.*

All approved jurisdictions were eligible to hire and place interns during the Initiation to Teaching Project. This meant that interns placed in some schools, particularly some of the small schools, did not experience variety in their activities, and occasionally their supervision was provided by untrained supervising teachers. Regarding special financial allowances, jurisdictions were not prevented from supplementing the incomes of interns where teachers received cost of living

allowances or other supplements. One jurisdiction did supplement the housing expenses of its interns.

15. There were great differences in the degree to which interns were treated as full-fledged teachers. Parents often did not know that interns held teaching certificates equivalent to those of beginning teachers. Some parents were concerned about their children being in the classrooms of interns. The researchers recommended:

> *Members of the profession and the public at large should be clearly apprised of the fact that all interns hold interim teaching certification and are eligible to teach as beginning teachers.*

In order to promote public confidence in the interns involved in this project, Alberta Education prepared for wide distribution the literature referred to following Recommendation 3.

16. There was considerable concern among interns and school staffs generally about whether all interns would have teaching positions in the following year. Not all schools and employing jurisdictions expected to have sufficient openings to accommodate all of their interns. Opinions were expressed that if successful interns did not obtain teaching positions, the Initiation to Teaching Project would be discredited to some degree. The researchers recommended:

> *The matter of placing interns in teaching positions following internship should not be left totally to chance; and continued publicity should be given to indicate that teaching positions could not be guaranteed following successful performance as an intern.*

No action was taken regarding this recommendation. A follow-up study of a sample of 151 interns during the month of September 1986 revealed that, among the 135 actively seeking full-time teaching positions in Alberta, 96 (71%) had secured such positions and an additional 27 (20%) had accepted substitute teaching positions.

17. Interns with handicaps or with highly specialized training were not always placed in situations where they could benefit maximally or, indeed, where full advantage could be taken of their special competencies. The researchers recommended:

> *Special cases, particularly interns with handicaps, should be given special attention in placement decisions.*

No action was taken regarding this recommendation. There was some indication that interns with handicaps were placed in situations that allowed for maximum benefits to be gained from their special competencies.

The 17 recommendations for change made at the end of the 1985-86 year of the Initiation to Teaching Project should not be considered as an indication that the program was seriously flawed. On the contrary, based on the findings presented in the preceding section, the first year of the project was generally well conducted and well received despite the short lead time for implementation. The recommended adjustments in some cases were associated with isolated difficulties--the sort that one might anticipate in the initial year of any program of this magnitude. Another strength of the project is evident in the comments following each of the 17 recommendations. These reveal that the Steering Committee and the Director of the Initiation to Teaching Project were, on the whole, very responsive with respect to these recommendations.

Findings from the Second Year of the Evaluation

As outlined above, the first year of the evaluation served primarily formative purposes and resulted in a number of recommendations for change in the second year. However, the first-year evaluation also provided findings which helped to focus the second-year evaluation on various policy matters about which recommendations could be made relating to an internship program for teachers. The findings of the two-year classroom observation study, which are presented in some detail in Chapter 4 of this report, are summarized here along with the findings relating to policy concerns.

1. *Improvement in teaching skills.* The results of the various components of the classroom observation study, which involved collection of observations on 26 teaching strategies, revealed that the Initiation to Teaching Project was effective in improving the classroom teaching skills of interns. In other words, beginning teachers with internship experience had made significant gains and were rated higher on these research-based skills than were beginning teachers without internship experience.

2. *Comparison of interns and beginning teachers.* Longitudinal comparisons of gains in teaching skills by both groups revealed that a year of teaching experience as either an intern or a beginning teacher was effective in improving classroom performance.

3. *Continuation of the internship program.* There was a clear preference by all 19 categories of respondents that the program of optional post-B.Ed. internship in Alberta should be continued. Fairly strong support was also shown for a compulsory internship, either following initial teacher preparation at university or as part of the university teacher preparation program. Senior education students and beginning teachers who had not served as interns were inclined to favor optional rather than compulsory internship.

4. *Developing internship policies and guidelines.* There was clear support for involving the five proposed categories of organizations--Alberta Education, the school systems, the Alberta Teachers' Association, the universities, and the Alberta School Trustees' Association (in approximately that order of preference)--in the process of developing internship policies and guidelines. Alberta Education was clearly favored to assume major responsibility in this area.

5. *Administering the internship program.* There was strong support within all respondent groups for the "major responsibility" for day-to-day administration of the internship program to reside with school systems, and

for Alberta Education, the Alberta Teachers' Association and the universities to have "some involvement" in this task.

6. *Supervision of beginning teachers.* Moderately strong support was obtained from the respondent groups for assignment of beginning teachers to highly competent supervising teachers. Opinions were somewhat divided on the matter of reducing the teaching loads of beginning teachers--assuming that these were beginning teachers without internship experience.

7. *Permanent certification.* Respondents strongly supported the proposal of permanent certification following satisfactory completion of internship and one year of satisfactory teaching. This represented a change from the attitude in 1985-86 when the status quo was favored. The guidelines for the internship program made no allowance for experience as an intern and required two years of successful teaching for all beginning teachers whether or not they had had internship experience.

8. *Salary of interns.* When offered the alternatives of one-quarter, one-half, three-quarters and full salary of beginning teachers, strong support was advanced for a salary for interns of three-quarters of that of beginning teachers. Strong support was also offered for awarding at least partial credit on the teaching salary grid for the internship experience. The guidelines provided for an intern's salary ($15,600 over 10 months) to be approximately 62% of that of a beginning teacher and that there be no recognition on the teaching salary grid for experience obtained during service as an intern.

9. *Length of the internship.* The respondents clearly favored an internship of one year in length. During each of the two years, the majority of interns completed a full school year of internship. However, particularly in the first year of the project, some started their programs well after the beginning of September, some assumed full-time teaching positions

during the year and others accepted half-year internships beginning in January or February.

10. *Teaching load.* According to the respondents in this study, an intern should assume approximately half of the teaching load of a full-time teacher at the beginning of the internship, about two-thirds to three-quarters mid-way through the internship, and about the load of a full-time teacher when approaching the end of the internship. Practices varied widely in relation to teaching loads assigned to interns. Some were assigned virtually no teaching early in their internships and they experienced gradual increases in workloads over time. A significant number of others were assigned to full-time teaching as early as September. When compared with beginning teachers, most interns had lighter teaching loads, particularly early in the year, and these typically increased over the course of the year. Beginning teachers were usually assigned full teaching loads early in the year which they maintained throughout the year.

11. *Internship activities.* From a list of 15 possible internship activities, respondents expressed very strong support for including the following five activities in provincial guidelines: (a) "teaching the same class or classes for a period of several months," (b) "professional development activities at the system and/or provincial level," (c) "in-school professional development activities," (d) "interviews with parents about progress of students," and (e) "interacting with other interns in formal workshops focusing on internship." Since the nature and quality of the interns' experiences differed so greatly from school to school, it was not surprising to find strong support for a clearer role description for the internship experience which would separate it from both student teaching and full-time beginning teaching and yet provide substantial variety.

12. *Supervision of interns.* Respondents considered that interns should be directly accountable to principals. However, there was strong support for each intern working on a day-to-day basis under the

supervision of a supervising teacher or teachers. The nature and quality of supervision provided to interns varied greatly, as did the number of supervising teachers associated with a given intern. Although the help provided was generally rated highly, a substantial number of interns--and of beginning teachers--received less help than they had expected. The main source of supervision for beginning teachers was principals, whereas for interns it was supervising teachers.

13. *Feedback and evaluation.* Very strong support was provided for the development of provincial guidelines specifying that (a) feedback be provided to interns along with discussions on how to improve performance and (b) standard criteria be created for evaluation of interns throughout Alberta. As with supervision generally, feedback and evaluation for interns and beginning teachers varied greatly in frequency and in quality. In several of the larger jurisdictions, principals and supervising teachers had participated in workshops on effective teaching. Feedback in these cases was generally frequent and helpful. In other instances it was infrequent and was judged to be ineffective. In a few cases there was more frequent evaluation than was considered either necessary or desirable.

14. *Formal evaluation of interns.* There was very strong support for supervising teachers performing formal evaluations of interns and acting as the final authority for formal (written) evaluations, and considerable support for principals carrying out these functions. The suggestion that formal evaluation of interns be performed by a central office supervisor or administrator, or indeed by anyone else from outside the school such as a supervisor from an Alberta Regional Office of Education, met with little favor.

15. *Qualifications of supervising teachers.* Respondents very strongly supported the development of provincial guidelines specifying minimum competency criteria for supervising teachers. They also strongly supported guidelines specifying minimum academic qualifications for supervising teachers. Few explicitly stated criteria were used for selecting supervising

teachers. Selection was usually based primarily on the administrator's decision or on interests expressed by teachers.

16. *Supervisory training for supervising teachers.* A large majority of supervising teachers had had no training in the supervision of teaching. There was generally strong support for provincial guidelines requiring that "school systems should be responsible for providing supervisory training for supervising teachers," and strong support in some circles, but only moderate support in others, that provincial guidelines should specify that "training in the form of short courses or university classes in supervision and effective teaching should be required for all supervising teachers." In general, and particularly in rural areas, there was little evidence of regular programs of in-service education having been provided for supervising teachers.

17. *Teaching loads of supervising teachers.* Opinion was divided about whether or not the teaching loads of supervising teachers should be reduced to compensate for their assumption of responsibility for supervision of interns.

18. *Selection of supervising teachers.* The respondents strongly supported involvement of principals in the selection of supervising teachers. There was very little support for out-of-school administrative and supervisory personnel being involved in this process.

19. *Assignments for interns.* Assignments for interns within schools were determined primarily by school administrators in consultation with the interns concerned. Few schools had well-articulated professional development plans. This resulted in a wide variety of experiences across subject areas, grade levels and activities. Some interns functioned primarily as teachers' aides and others as regular classroom teachers--both alternatives contravened the provincial guidelines.

20. *Selection of schools for placement of interns.* Schools to which interns were assigned were selected primarily on the basis of school needs and staff interests. In rural areas, schools were frequently selected on the basis of needs of the jurisdictions. Thus, in many cases, interns stated that the placements were not suited to their interests and needs, especially with respect to grade levels of placements and variety of experiences available. In addition, opportunities for in-service education in small schools were rarely available.

21. *Inservice education for interns.* Inservice education for interns was frequently the same as that for beginning and other teachers. Although activities for interns often centered on improvement of teaching skills, interns identified a number of other in-service needs: classroom management and control, planning and organization, evaluation of students, and self-evaluation.

22. *Employment prospects.* Many jurisdictions which hired interns did not have full-time teaching positions available for these individuals following their successful completion of the internship year. This was seen by many as a negative feature of the program. As indicated earlier, the September 1986 follow-up study of 151 former interns revealed that, of 135 actively seeking full-time teaching positions in Alberta, 96 (71%) had secured such positions and an additional 27 (20%) were substitute teaching.

23. *Overall value of the internship program.* Individuals who were or had been directly involved in the internship program as interns, supervising teachers, principals or superintendents provided very high ratings of the Alberta internship scheme as a means of facilitating the transition from student to professional teacher. Their average ratings ranged from 7.9 to 9.1 on a ten-point scale. Other respondents, such as beginning teachers, second-year teachers with no internship experience, and senior education students were much less convinced about the capacity of an internship to fulfil this role; their average ratings ranged from 4.5 to 6.9.

Professors and senior students at one of the universities, which has a longer practicum as part of its teacher preparation program, were also much less favorably disposed in this respect than were their counterparts at the other two universities, where the practicums are shorter. Students enrolled in certain types of specialized programs anticipated no difficulty in finding positions as beginning teachers: these students also tended to assign a low rating to the internship program.

Conclusions

From the results of the two-year evaluation of the Initiation to Teaching Project, a set of twenty conclusions was formulated as follows:

1. *Support for a transition program for beginning teachers.* Very strong support was found both for some form of transition program similar to Alberta's pilot internship project for teachers and for this transition program to extend over a full school year.

2. *Comparison of beginning teachers who had completed internships with beginning teachers having no such experience.* In skill areas which research has shown to be important, beginning teachers who had completed internships performed significantly better than did beginning teachers without internship experience.

3. *Activities for interns.* The role of the intern was found to be vaguely defined, resulting in a diversity of practices in the schools. Some interns worked at many grade levels and in several subject fields, whereas others were confined primarily to one or two subject fields and often to one classroom each. The findings of the study strongly supported the provision of internship experience in different subject matter fields, at different grade levels, and in different activities. At the same time, respondents indicated that the internship should also allow for extended contact of several months with the same class or classes. (By way of comparison, medical internships in Alberta require rotations in the

five major fields of medicine, each for a minimum of six weeks.)

4. *Status of interns.* Interns were treated in a variety of ways by staff and students in schools and by members of the public. Sometimes they were viewed as fully certificated members of staff and sometimes as student teachers. Differences in treatment were manifested in these ways: some interns had no space assigned in which they could do their work; some parents treated interns as if they were teacher assistants; some teachers treated interns as if they were teacher aides; some interns were required to serve as substitute teachers; some teachers and students treated interns as if they were student teachers; and some interns were put in charge of classes with little provision for supervision or feedback. Thus, the status of interns was frequently vague and ambiguous, tending to be subordinate, rather than collegial in relation to other teachers in the school.

5. *Placement of interns in schools.* Schools frequently chose "to hire" interns on the basis of school needs. In many cases the desirable features of an effective internship program were either missing or minimally present. For example, interns were not always provided with a variety of activities, experience at several grade levels, access to competent supervisory staff or experience to take advantage of their special competencies. Interns were not always placed in schools or classrooms best suited to their preparation or skills. Some claimed that their placements did not take into account their handicaps or other special circumstances.

6. *Teaching loads for interns.* Although practices varied widely, there was a clear consensus that interns should be given about half of the teaching load of a full-time teacher at the beginning of their internships, but that the teaching loads should be closer to those of full-time teachers by the end of the internships. Scheduled time during the school day for preparation, for discussion of performance and for in-service education, particularly during the first half of the internship, was seen to be warranted.

7. *Teaching loads for beginning teachers.* Respondents advocated reduced teaching loads, particularly early in the school year, for beginning teachers without internship experience.

8. *Feedback to interns and beginning teachers.* Great differences were evident in the nature and frequency of feedback provided to interns and beginning teachers. Both interns and beginning teachers identified the availability of feedback on specific aspects of teaching as their highest concern. In relation to interns, there was very strong support among all of the respondents that feedback on performance should be provided regularly, primarily from supervising teachers.

9. *In-service programs for interns.* The number and nature of planned in-service experiences for interns differed greatly from school to school. Frequently, in-service education for interns centered on improvement of teaching skills and was the same as that for other teachers. However, interns identified a number of specific in-service needs, especially classroom management and control, planning and organization, evaluation of students, and self-evaluation.

10. *Evaluation of interns.* There was general agreement that interns, like other teachers in the school, should be accountable to the principal--as was the typical practice. Day-to-day supervision and evaluation of interns were generally seen to be the responsibility of supervising teachers. Administrative and supervisory personnel tended to favor principals having the final authority for the evaluation of interns, whereas the other groups tended to favor supervising teachers having this authority.

11. *Supervisors of beginning teachers and interns.* Respondents strongly supported the idea that beginning teachers and interns should have highly competent supervisors assigned to them. They also supported the provision of professional development activities for supervising teachers, with a focus on the skills of

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observation and coaching, and on the strategies associated with effective teaching.

12. *Role of supervising teachers.* The role of supervising teachers was vaguely defined, resulting in a diversity of practices. Some staff members assumed the role to be primarily that of mentor, confidant, colleague, role model or support teacher. Others tended to treat it as director, supervisor or evaluator, thereby emphasizing a status difference between supervising teacher and intern. This role ambiguity was compounded by the fact that in some schools one teacher assumed full responsibility in relation to a given intern, while in others several teachers shared the supervisory duties. Sometimes principals or assistant principals assumed the role of supervising teacher.

13. *Teaching loads of supervising teachers.* Opinions were divided on whether teachers who supervise interns should have reduced teaching loads. On the one hand, their workloads increased because of their supervisory responsibilities; but on the other hand, their actual teaching loads decreased, particularly as interns gained more competence during the year.

14. *Salary of interns.* Strong support was obtained for the salary of interns being less than that of beginning teachers. When offered the alternatives of one-quarter, one-half, three-quarters or full first-year salary, most respondents deemed three-quarters of a beginning teacher's salary to be reasonable. (Teacher aides earned about the same amount as did interns in 1986-87, that is, approximately 62% of a beginning teacher's salary.)

15. *Credit for internship experience.* There was strong support for the time spent in an internship being recognized in two ways: (a) permanent certification after one year rather than two years of successful teaching following satisfactory completion of a year-long internship, and (b) partial credit, such as half of an experience increment, on the salary grid for teachers.

16. *Employment after internship.* Successful completion of an internship did not necessarily lead to a full-time teaching position. Many employing jurisdictions did not have sufficient full-time positions for their interns in the following year. This resulted in the interns spending considerable time and energy throughout their internships exploring job opportunities.

17. *Certification examinations for teachers.* Most of the respondents disagreed with the introduction of certification examinations for teachers in Alberta. (Most professions require certification examinations to be passed before completion of induction into professional practice. Moreover, a number of states in the U.S.A. have begun to implement certification examinations for teachers.)

18. *Policies and guidelines governing neophyte teachers.* There was strong support for Alberta Education having major responsibility for developing internship policies and guidelines. There was also support for school systems, the Alberta Teachers' Association, the universities and the Alberta School Trustees' Association having some involvement in this process.

19. *Administration of the internship program.* All respondent groups strongly supported the view that primary responsibility for the day-to-day administration of the internship program should reside with the school jurisdictions, but that Alberta Education, the Alberta Teachers' Association and the universities should have some involvement in this task.

20. *Impact on existing teacher preparation programs.* No clear indication was obtained concerning how a continuing internship program would affect existing teacher preparation programs. However, the likelihood that courses and practicums would need to be modified was raised. Some respondents considered that programs for preparing teachers would need major revisions.

Alternatives Explored

Problems associated with easing the transition from university student to confident practitioner are encountered in all professions. Different procedures for coping with these problems have been adopted by the various professions. In the field of teacher preparation considerable attention has been given to two related approaches for bridging the gap between university student and practicing teacher: (a) beginning teacher induction programs and (b) programs of internship in teaching.

Although designed to serve substantially the same purpose--that of orienting novice teachers to the world of practice--these two types of programs operate in different ways. Induction programs for beginning teachers are designed--at least theoretically--to serve a multiplicity of purposes such as orienting the novice to a particular school and classroom, employing jurisdiction, specific community, the profession in general, as well as the particular subject-matter areas and technology of teaching at given grade levels. Internship programs tend to focus primarily on the latter two areas, usually addressing problems relating to the theory-practice dichotomy. The assumption made in typical beginning teacher induction programs is that the novice is reasonably well prepared to assume a full-time teaching position but may need assistance with orientation to the local situation. The assumption made in internship programs is that the novice is not yet a fully prepared teacher and needs to acquire additional knowledge and skills related to teaching.

In view of the positive reactions to the Initiation to Teaching Project by those who were directly involved in its design and operation, and recognizing that virtually every employing authority in the province has some form of induction experience for its new teachers, the researchers realized that the primary need in Alberta at present is not for induction programs, narrowly defined. Instead, what is required is an approach with many of the features of a well-designed internship program. The researchers recognized, nevertheless, that induction programs would still have their place and could serve as temporary measures pending the implementation of

a well-planned and carefully articulated transition program for beginning teachers.

As stated earlier, the two primary purposes of the evaluation of Alberta's Initiation to Teaching Project were (a) to evaluate the project summatively, that is, "to contribute to the information required for a decision to discontinue the project or to assign it program status on the same basis or in modified form," by attending to project outcomes; and (b) to evaluate the project formatively, that is, "to provide one basis for decisions to modify and improve specific components of the project" during each of the two years of the project, particularly during the first year.

Based on the review of entry programs in other professions, on recent practices and research on entry programs in teaching, and especially on the findings of the two-year evaluation, the members of the research team recommend the introduction of a full-year transition program for all beginning teachers in Alberta. Very little support was evident in this study for a return to the 1984-85 situation in which beginning teachers were expected to assume virtually the same teaching responsibilities as those of experienced teachers. Therefore, in keeping with the first purpose of the evaluation study, the research team arrived at the following major conclusion:

> *That the Initiation to Teaching Project be given program status but in modified form.*

In considering the form of this program, various entry practices used in teaching and other professions, in North America as well as elsewhere, were examined. From this review, several possible alternatives were developed, four of which have been explored in the study because of their potential relevance for the Alberta situation. The research team reviewed the findings associated with these four alternatives; in addition, the researchers developed a fifth approach that combines desirable features of the other four alternatives.

Specific Approaches Considered

The five alternatives considered are listed and discussed below, including the alternative on which the Initiation to Teaching Project was based, namely, "optional internship for interim-certificated beginning teachers." Because this alternative is referred to elsewhere as "optional post-B.Ed. internship," an explanation is warranted. Since there are two major programs leading to interim teaching certification in Alberta, only one of which requires completion of the B.Ed. degree, technically speaking the label "optional post-B.Ed. internship" is relevant as a potential designation only for those beginning teachers who have completed this so-called regular B.Ed. program. Another program exists for the holders of approved degrees wishing to obtain interim certification as teachers. To qualify for interim certification, the holders of approved degrees (other than the B.Ed.) are required to complete certain designated university courses which do not necessarily lead to completion of the B.Ed. degree. Thus, interim certification is contingent upon holding the B.Ed. or, for holders of approved degrees, upon completing a number of prescribed university courses. For both types of these interim-certificated teachers--individuals of neither type having previously held employment as teachers--the inclusive label "interim-certificated beginning teachers" has been chosen.

Alternative 1: Mandatory Internship as Part of the University Teacher Education Program

This alternative and Alternative 4 described below received about equal support--but somewhat less than for Alternative 3--among the four alternatives presented for consideration by the various respondent groups in the study. This option at least partially resembles a number of Master of Arts in Teaching programs offered in the United States--programs which are university-controlled and are often patterned after the MBA in that entrants require a baccalaureate degree and obtain a Master's degree on completion. To recommend that a similar program be made compulsory, particularly without the added incentive of a Master's degree credential as in the

U.S.A.--even if it were part of a B.Ed. program--did not seem appropriate for Alberta. Considerable change to teacher preparation at the universities would be needed and it does not seem feasible that the universities would be able to effect changes of this magnitude at this time.

Alternative 2: Optional Internship as Part of the University Teacher Education Program

This alternative would add a significantly different program route to the existing teacher preparation programs at Alberta universities. The addition would be that described in Alternative 1 above, and education students would be permitted to choose whether or not to include an internship as part of their university program. For the respondents this was the least favored of the four alternatives, perhaps because of the many administrative problems it could be expected to create. The research team agreed with the respondents that this alternative was inappropriate for Alberta.

Alternative 3: Optional Internship for Interim-Certificated Beginning Teachers

The Initiation to Teaching Project approach, of optional internship for interim-certificated beginning teachers, received the strongest support from the majority of respondent groups in the study. The following positive features of the optional internship program were identified: that beginning teachers were provided with two alternatives from which to choose (beginning teacher or intern position) as were their employing jurisdictions; that interns developed teaching skills and professional competencies; that, in most of the facets researched, greater satisfaction was experienced by the interns than by the beginning teachers who had not had internship experience; and that the schools as well as the interns benefited from the program. Negative features encountered and dissatisfaction expressed by the interns and school jurisdictions related to the low salary paid to interns; lack of provision for credit toward permanent teacher

certification; lack of formal recognition for internship experience on the salary grid for teachers; problems with the placement, supervision and continuity of employment of interns; and the wide variation among internship practices. The desire by many interns to be recognized as fully certificated teachers and to be employed as such was also noted. Although the optional one-year internship for teachers was received very favorably, in practice it was in large measure an experimental program. The two-year project revealed a number of problem areas that needed to be addressed. It was, therefore, not accepted by the researchers as the approach that merited highest priority among the five alternatives considered.

Alternative 4: Mandatory Internship for Interim-Certificated Beginning Teachers

As indicated above, this alternative and Alternative 1 were supported about equally as the second choice of the respondent groups. By providing generally equitable treatment for all beginning teachers, this alternative would resolve several of the perceived difficulties associated with an optional internship program. Some of the issues associated with the 1985-87 internship program might still need to be resolved, such as salary for interns, supervision of interns and employment following the internship. The problem of interns and their beginning teacher colleagues being treated differently, as was the case in the 1985-87 project, would be resolved with a mandatory internship because all novice teachers would be required to serve an internship year. Despite its potential drawbacks, the researchers recognized the many advantages of this alternative. It therefore provided the basis for Alternative 5 below, which is the recommended approach.

Alternative 5: Mandatory Residency for Interim-Certificated Teachers

In order to resolve many of the problems associated with Alberta's experimental internship for teachers, the research team developed an approach, that the researchers have labeled the "Teacher Residency Program," to build on

the experience gained from the Initiation to Teaching Project. This approach bears a strong resemblance to Alternative 4 and is considered to be more appropriate than the other three alternatives reviewed because it makes provision for meeting more of the needs associated with transition programs. Hence, this alternative combines a number of features from the preceding alternatives that are appropriate for an entry program for neophyte teachers in Alberta. It also draws on experience and developments elsewhere and on practices in other professions. The main characteristics of this approach are described in the recommendations section.

Recognizing the problems that were associated with the short lead time from initial announcement to implementation of the Initiation to Teaching Project--approximately four months--the research team developed a two-stage proposal for putting its preferred approach for teacher induction in place in Alberta over a three-year period. The first set of recommendations draws on the writings, research and practices associated with well-planned teacher induction programs. To allow sufficient time for implementation of the recommended mandatory residency program for neophyte teachers, the first stage, to be put in place in September 1988, involves an *induction year* for beginning teachers. Details of this proposed induction year follow the recommendation concerning the Teacher Residency Program.

During the next three years detailed planning should be undertaken for the purpose of installing the mandatory Teacher Residency Program that is described in the next section. Implementation in Alberta could be completed by September 1990. This three-year period would allow all major educational organizations in the province to participate in the discussions and planning, and to make the necessary modifications in their own operations. With a mandatory residency program in place, some adjustments would have to be made to teacher preparation programs at the universities; this intermediate phase would permit the necessary program revisions to be made. Furthermore, supervisory and monitoring personnel would need to be prepared, and schools approved to provide programs for resident teachers, and for this considerable lead time would be necessary.

Recommendations

Based upon the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

> *That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:*
>
> 1. *length of residency to be an entire school year;*
>
> 2. *programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;*
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> 3. *resident teachers to be employed only in schools which are approved on the basis of their ability to offer suitable programs for resident teachers;*
>
> 4. *emphasis to be placed upon effective teaching and classroom management;*
>
> 5. *supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;*
>
> 6. *teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;*

7. *supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";*

8. *privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and*

9. *a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.*

Individuals who currently complete university teacher preparation programs in Alberta are eligible to receive interim teaching certificates, allowing them to assume full-time assignments as beginning teachers. The term "intern" has led to some confusion among members of the public and among some teachers who have assumed that the certification status of interns was less than that of full-fledged teachers. There was also a need to separate the proposed Teacher Residency Program from the Initiation to Teaching Project and to distinguish this proposal from other "internship" programs, such as those in Saskatchewan, which are part of the university pre-service teacher education program and which are in essence extended practicums.

The terms "resident teacher" and "residency" have been selected in preference to "intern" and "internship" to give recognition to the qualifications held by those who complete their teacher preparation programs at Alberta universities and to acknowledge the importance of

the language used and the labels chosen. Other terms may be proposed but, for the sake of convenience, "resident teacher" and "residency" are used throughout the recommendations section of this report. A recent research report by Jacknicke and Samiroden recommended that "the language of internship should be collegial rather than hierarchical, promoting professional development of all participants" (1987:45). Under this proposal, *a resident teacher would be an interim-certificated teacher in the first year of full-time continuous employment, and a residency would refer to a full-year program incorporating the elements described above.*

The term "Residency Advisor" is used here as a replacement for "supervising teacher," which was the specific label used to designate the teacher responsible for the supervision of the intern during the period of the pilot project. Residency advisors would be fully qualified Alberta teachers meeting certain additional competency criteria including specialized training in effective teaching practices and in the supervision of teaching. They would be selected by principals of the approved schools to act as advisors to resident teachers. Training programs for resident advisors would be provided by means of university credit courses and/or special in-service programs.

Based on the findings associated with the evaluation of the Initiation to Teaching Project, it is evident that provision should be made for frequent feedback to each resident teacher concerning skills of instruction, skills of classroom management, communications skills, knowledge of content, relationships with students, ability to motivate students, evaluative skills (including reflective practice) and growth in self-confidence. The researchers considered that this function should be performed by the residency advisor.

Although continuity in one situation was viewed as important by respondents in the evaluation study, so was the need for some variety of experiences. The latter might be provided by a range of classroom-related activities as well as the assignment of one or more "support teachers" in addition to the resident advisor. Support teachers would differ from resident advisors in that they would hold no formal responsibilities for

evaluating the resident teacher. Instead, they would act in a primarily collegial role as mentor/coach/confidant and would provide alternative experiences and perspectives. As with the evaluation of the Initiation to Teaching Project, there arises a concern that assignment to one residency advisor for the entire residency would not maximize the potential that could be realized in the program. In other professions, rotations across a variety of specialized fields are common and are frequently mandated components of entry programs, and this is recommended for the proposed program for beginning teachers in Alberta. Such varied experience would be beneficial also to beginning teachers during the interim period prior to full implementation of the Teacher Residency Program.

Resident teachers, like many of the interns during the 1985-87 internship program, would make a worthwhile contribution to the schools to which they are assigned. However, the training component must also be recognized. The possibilities for misassignment and non-adherence to regulations and guidelines suggest that each resident teacher should have recourse to an "Advocate" who, ideally, would not be employed in the same jurisdiction. Each resident teacher should be monitored from time to time by this external advocate. This individual might be a professor, a consultant with one of Alberta's Regional Offices of Education, or a professional development consultant with the Alberta Teachers' Association.

A place for the university is also apparent. With some 1,600 new graduates of teacher preparation programs becoming eligible for interim certification each year in Alberta, and assuming an average of two support teachers for every beginning teacher, this means a large cadre of support personnel would be needed, many of whom would require training in the areas identified above. University short courses and other university-sponsored in-service activities and regular credit courses on supervision of instruction and effective teaching might be made available on call to school jurisdictions and support teachers.

Under the proposed residency program, beginning teachers who complete their pre-service teacher preparation outside Alberta should also be eligible for

the Alberta Teacher Residency Program provided that they qualify for interim certification in this province.

A number of states in the U.S.A. which have introduced internship programs have recognized the need for a state bureau of teacher internship. The establishment of a similar autonomous bureau, labeled the Teacher Residency Board, is recommended for Alberta. This board would be responsible for establishing policies and guidelines, for specifying the minimum standards expected in residency programs, for developing the process for approving schools in accordance with these standards, for developing criteria for evaluation and standards for successful completion of the program, and for overall direction and monitoring of the program.

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in September 1990, the following interim measures are recommended:

> *That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.*
>
> *That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.*

Currently, many purposes, programs, structures and evaluation procedures exist for inducting beginning teachers into professional practice. Most induction efforts are short-term, being designed primarily to introduce the beginning teacher to a specific school and teaching position rather than focusing on the technology of teaching, that is, on skills, knowledge and attitudes appropriate for given subject-matter fields and particular student needs. A full-year induction period with the above-mentioned characteristics would shift the

focus to the developmental nature of teaching practice, particularly in the teacher's initial year of teaching. A reduced teaching load is almost universally recommended in current reports on reforming teacher preparation, as is the provision of some type of advisor, preceptor, mentor, coach or support teacher. The need for these individuals to be trained in observation and coaching skills is also widely recommended.

The year-long induction program proposed for implementation in the school years 1988-89 and 1989-90 should be viewed as a preparatory stage for introduction of the mandatory one-year Teacher Residency Program outlined above.

Concluding Comments

The evaluation of Alberta's large-scale experiment with internships for teachers revealed that this type of entry year for beginning teachers has definite advantages in facilitating the transition from university student engaged in teacher preparation experiences to full-fledged practicing professional. Although the Initiation to Teaching Project had several shortcomings, these were outweighed by numerous positive attributes and by the strong support for the program from virtually all major educational groups. In addition to direct benefits for the neophyte teachers themselves, there were spillover benefits for supervising teachers, for students and for the schools.

There was general agreement with the stated purposes of the Initiation to Teaching Project, particularly among those directly involved in internships or in supervising them. All four specific purposes were accomplished in large measure, in the following order of attainment: (a) refinement of the teaching skills of interns, (b) assessment of the interns' suitability for placement, (c) development of professional relationships by interns, and (d) further development of professional skills of supervising teachers. A fifth, more general purpose of the project was assessment of the effectiveness of the internship program as a means of improving teaching competence. The fifth purpose provided the primary focus for the evaluation. The study revealed that this general purpose was also substantially achieved.

The call has been widespread for a structured and well-planned entry year or years for new teachers to replace the typical quick-immersion approaches to the induction of teachers. Inherent in such "sink or swim" approaches is the overwhelming tendency for them to be associated with a wide range of negative consequences for both students and beginning teachers. Other professions have made special provisions for such a transition experience for their novices, and the trend has been to lengthen rather than shorten these entry programs.

Based on extensive writings and research on teacher induction practices elsewhere (particularly those in several states in the U.S.A., which have already mandated internship experience for their beginning teachers), on experience in other professions, and especially on the findings from this study, the researchers strongly recommend the implementation of a mandatory year-long residency period for new teachers which would have the characteristics and implementation strategies outlined in this report. In order to facilitate implementation of the teacher residency program, the researchers also recommend the introduction of an intermediate program of induction for beginning teachers. This induction program would be in effect for the two years preceding the 1990-91 school year.

To implement the major recommendation and the proposed interim measures, additional resources will be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all major educational groups and individuals involved, the sources and amounts of these additional resources should be jointly determined.

The researchers consider that the proposed Teacher Residency Program would overcome many of the serious defects currently present in the experiences of beginning teachers and that it would improve many aspects of teaching as a profession. At the same time, a caution is expressed against excessive rigidity. As was the situation for Alberta's Initiation to Teaching Project, provincial regulations and guidelines should allow for some flexibility to suit local circumstances. Also recommended are discussions about this matter with

various national education associations and councils in order that interprovincial difficulties may be minimized. Discussion at the national level is warranted because of emerging interest in entry programs for beginning teachers in other provinces.

Finally, there remains a critical need for widespread reflection and extensive debate about the content and recommendations of this report. Schools, school systems and universities should be encouraged to forward the results of their deliberations to the various major educational organizations in the province and to the Minister and Deputy Minister of Education. Particular attention must be paid to the wide variety of issues related to the implementation of the major recommendations. Among these are the following: the impact on teacher education programs in universities, the procedures for training supervising teachers, means for integrating the reduced teaching loads of resident teachers into the regular teaching assignments in schools, and the criteria to be used in identifying appropriate schools for teacher residencies.

A one-year residency program which focuses upon the transition from university student to professional teacher should be adopted in Alberta. All participants and clients, including the broader community, stand to benefit substantially from the introduction of an entry program of this nature.

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